REPORT RESUMES

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A GUIDE FOR TEACHING PERSONAL AND FAMILY RELATIONSHIPS, A BOOK OF TEACHING PLANS.

BY- PIERETTI, GENEVIEVE

NEVEDA STATE DEPT. OF EDUCATION, CARSON CITY

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UNIT PLANS AND TEACHING SUGGESTIONS IN THIS GUIDE ARE FOR USE BY JUNIOR AND SENIOR HIGH SCHOOL HOMEMAKING TEACHERS IN PLANNING LESSONS ON FAMILY RELATIONSHIPS FOR GRADES 8-12. THE MATERIAL WAS DEVELOPED BY HOME ECONOMICS TEACHERS IN A 2-WEEK COURSE AT THE UNIVERSITY OF NEVADA. THE UNITS ARE--(1) INCREASING UNDERSTANDING OF SELF, FAMILY, AND FRIENDS (EIGHTH GRADE), (2) GROWING TOWARD MATURITY (NINTH GRADE), (3) FAMILY FUNCTIONS IN A DEMOCRACY (10TH GRADE), AND (4) LOOKING INTO THE FUTURE, UNDERSTANDING YOURSELF AND WHAT YOU BRING TO MARRIAGE, FAMILIES IN OTHER CULTURES, LOOKING TOWARDS MARRIAGE, SUCCESSFUL MARRIAGE, AND THE FAMILY IN THE COMMUNITY (11TH AND 12TH GRADES). EACH UNIT INCLUDES DESIRED OUTCOMES, A READING BIBLIOGRAPHY, AND TEACHING PLANS BASED ON GENERALIZATIONS AND CONCEPTS. MATERIAL FOR EACH GENERALIZATION CONTAINS DESIRED OUTCOMES, REFERENCES, AND LEARNING EXPERIENCES CLASSIFIED ACCORDING TO KNOWLEDGE, COMPREHENSION, APPLICATION, ANALYSIS, SYNTHESIS, AND EVALUATION. ALSO INCLUDED ARE (1) A LIST OF DESIRED OUTCOMES, BY GRADE LEVELS AND UNIT TITLES, (2) CONFERENCE WORK MATERIALS ON FAMILY RELATIONSHIPS, LIVING IN A FAMILY, FAMILY-COMMUNITY INTERACTION, AND VALUES, AND (3) A CHART ILLUSTRATING THE LEVELS OF THINKING. FOUR 11TH AND 12TH GRADE UNITS AVAILABLE IN OTHER NEVADA HOME ECONOMICS CURRICULUM GUIDES ARE LISTED. (BS)

HOME ECONOMICS

ED019393

CURRICULUM GUIDE in Personal & Family Relationships

VT000

STATE DEPARTMENT of VOCATIONAL EDUCATION
412 ARIZONA STATE BLDG.
PHOENIX, ARIZONA

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A GUIDE FOR TEACHING PERSONAL AND FAMILY RELATIONSHIPS

A BOOK OF TEACHING PLANS

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JULY, 1963

MEMORANDUM

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DATE: May 8, 1968

RE: (Author, Title, Publisher, Date) A Guide for Teaching Personal and Family Relationships prepared by Mrs. Genevieve Pieretti, July, 1963

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Users of Material Junior and senior high school teachers

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INTRODUCTION AND ACKNOWLEDGEMENTS

A GUIDE FOR TEACHING PERSONAL AND FAMILY RELATIONSHIPS is a publication for junior and senior high teachers of homemaking to use as they plan lessons on family relationships at different grade levels of instruction.

Basic to curriculum guides are objectives, subject matter content to be learned, methods of teaching and learning, and methods of evaluating the learning that has taken place.

Keep in mind as you use this guide that the objectives are stated as Desired Outcomes listed in the publication, ACCEPTED BELIEFS & RECOMMENDED PROGRAMS & PROCEDURES FOR HOME ECONOMICS EDUCATION IN NEVADA, Division of Vocational and Adult Education, Home Economics Education, October 1962. These desired outcomes are proposed changes in the behavior of the student.

The subject matter content in family relationships is the knowledge which may help the student reach the desired outcome. Generalizations, facts and principles represent the subject matter of this guide.

Methods of teaching and learning and methods of evaluating the learning are described in Learning Experiences. The learning experiences are designed on six cognitive levels of performance: knowledge, comprehension, application, analysis, synthesis and evaluation. The chart page 13, explains briefly these cognitive levels. For greater understanding read, Bloom, Benjamin S. Taxonomy of Educational Objectives. New York: Longmans, Green & Company, Revised Edition, 1956.

Home Economics teachers developed this guide on the area of family relationships for use by teachers of homemaking. Based on previous workshops and conferences, a two week course was set up during June of 1963 to study the family and course organization for teaching family life education. The following teachers and teacher educators participated in the course, H. Ec. 400 - Special Problems in Family Relations, at the University of Nevada and prepared this material.

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HOW TO USE THIS GUIDE

This curriculum guide on family life education is composed of a series of teaching plans on related learnings. This plans bring the learner to the point where he can generalize about family life in our society and families in other cultures.

The teacher plan organization was chosen so that home economics teachers could easily see how a sequence of learning experiences based on different levels of thinking and selected background knowledge about the family can be woven into a unit of instruction for junior and senior high youth.

A GUIDE FOR TEACHING PERSONAL AND FAMILY RELATIONSHIPS is divided into units according to desired outcomes and grade levels. Each unit has two major parts:

I - Unit Title and Grade Level
  1. Desired Outcomes
  2. Reading Bibliography

II - Teaching Plans (Based on Generalizations and Concepts)
  1. Generalization
  2. Desired Outcomes for the learner
  3. Background Information or supporting knowledge related to the generalization. (Number of the reference, Chapter or Page of the reference is designated.)
  4. Learning Experiences on different cognitive levels of thinking are suggested. (Teaching & learning resources are indicated.)
  5. Summarizing Questions are suggested at the end of most teaching plans to help the student arrive at a generalization on which the learning experiences have focused.

SUGGESTED STEPS TO TAKE:

1. Review the introduction on page 1. Read through the Unit suggestions at the level you think your students are according to their maturity and instruction in home economics. Review the Desired Outcomes in the Scope and Sequence Chart page 4 to see the suggested objectives on grade levels.

2. Set up a reference center in your classroom of the books, pamphlets and other resources that you find on the bibliography in the front of each unit. This can be a display table, a book shelf area or a file cabinet.

3. Duplicate the desired outcomes and the Bibliography for the Unit. Give these to students early in the course so they can begin to read and study on their own. Encourage students to locate additional references.

4. Review the background information in the teaching plan as it relates to the generalization being studied. Make suggestions to the students on how they might get a good background about the topic or concepts in the generalization.

5. Select among the learning experiences those most related to the students' ability. There is great advantage in selecting learning experiences on each level of the teaching plan but some of the more experienced teachers of homemaking may wish to develop a different pattern of experiences.

6. You will note that the concepts and generalizations on page 7 to 10 are not all covered in these teaching plans in this guide. As you work out your courses for the years, you may find generalizations equally as important for your students as those developed. Use these as a means of developing your own teaching plans.

SCOPE AND SEQUENCE OF DESIRED OUTCOMES

The scope and sequence of the knowledge in personal and family relationships are dictated by many factors. Two of these factors are the goals or desired outcomes and the extent of the content or learning experiences that bring about changed behavior on the part of the learner. Listed below, by grade levels and unit titles, a sequence of desired outcomes illustrate the purposes of the instruction. The scope of the curriculum is illustrated by the learning experiences found in the teaching plans for each unit.

Eighth Grade - INCREASING UNDERSTANDING OF SELF, FAMILY AND FRIENDS

1. Understands and accepts growth changes of this age.
2. Becomes aware of how our feelings affect our actions.
3. Understands some of the privileges and responsibilities of living in a family.
4. Understands that in order to enjoy privileges we must share responsibility.
5. Understands the importance of making friends.
6. Realizes that making friends requires skills which can be learned.
7. Sees the relationship of courtesy to friendship.

Ninth Grade - GROWING TOWARDS MATURITY

1. Recognizes how one grows toward maturity.
2. Grows in ability to develop satisfactory relationships with the other sex.
3. Develops increased understanding of family members.

Tenth Grade - FAMILY FUNCTIONS IN A DEMOCRACY

1. Understands ways in which family members may contribute toward democratic family living.
2. Realizes that the individual is part of the family and the family part of the individual.
3. Grows in appreciation of home and families and what they have to offer.
4. Realizes that differences among individuals and families are numerous and common.
5. Understands that conflict is a normal outcome of differences.
6. Becomes aware of factors and conditions which contribute to family conflict.
7. Sees how strength and creativity can develop because of conflicting opinions.
8. Realizes there is a "know-how" for problem solving.
9. Recognizes the facilities and services contributed by the community for the welfare of its citizens.

Eleventh and Twelfth Grades - FAMILY RELATIONS

Unit I-LOOKING INTO THE FUTURE

1. Takes a serious look at future goals.
2. Sees the relationship of one's values to goals.
3. Distinguishes between short term and long term goals and understands that short term goals may relate to long term goals.
4. Realizes that education is part of preparation for marriage as well as a vocation and life adjustment.

Unit I - Looking Into The Future (Continued)

5. Understands the various stages of the family life cycle and the way in which one's goals may change as he matures.
6. Wants to be a successful person.
7. Realizes that success means many things.
8. Begins to clarify values and goals for self.
9. Understands how functions in our society have changed.
10. Realizes that roles of men and women are not as sharply differentiated today as in the past.
11. Understands some of the present day confusion about roles of men and women.
12. Begins to clarify own role expectations.

Unit II - UNDERSTANDING YOURSELF AND WHAT YOU BRING TO MARRIAGE

1. Gains in self-understanding.
2. Understands how one's personality develops in the family.
3. Appreciates the roles which play in the development of the personality.
4. Desires to make the most of his potentials.
5. Realizes that one's position in the family is a part of his environment and may affect his personality.
6. Understands how one's cultural background including social class helps to make him the kind of person he is.
7. Understands basic needs of all individuals.
8. Recognizes that when one fails to meet his needs, he may use a variety of defense mechanisms.
9. Increasingly uses more constructive methods of meeting his needs..
10. Understands what it means to be mature -- physically, emotionally, socially, intellectually, and spiritually.
11. Is able to evaluate own progress toward maturity.
12. Becomes increasingly able to solve problems using problem - solving approach.
13. Begins to clarify his own values and goals and develop a philosophy of life.
14. Clarifies some of the functions of homes and families.
15. Understands what makes a good home.
16. Realizes that the atmosphere of a home is a shared responsibility and that each person plays a part.
17. Realizes that parents act in the light of their own experiences.
18. Understands that where teenagers act in responsible ways, parents are more likely to treat them as grown up.
19. Understands developmental tasks of parents in their stage of the life cycle and why conflicts between parents and teenagers sometimes occur.
20. Realizes that adolescents often rebel against family requirements or prohibitions as a means of breaking away from apron strings.
21. Understands that sometimes parents are unwilling to let a child grow up and that teens need to understand the difficulty parents sometimes have in untying apron strings.

Unit III - Families in Other Cultures

1. Realizes that there are similarities and variations among all societies and among all human beings.

Unit III - Families in Other Cultures (Continued)

2. Recognizes that in all societies there is a recognized family unit that assumes the function of child bearing, child rearing, regulation of inter-personal relations and economic support.

3. Is aware of the affect of society on the family.

4. Understands that families in different cultures, and families within a culture, have many similarities and differences such as: family structures, authority patterns and ways of solving problems and of achieving family goals.

5. Realizes that common values held by families, and the creative utilization of differences, contribute to enrichment of living and strength in our society.

6. Understands that child-rearing practices are usually influenced by parental perceptions of the kinds of persons parents want their children to become.

7. Realizes that understanding of people of other cultures develops as one's knowledge of all aspects of their way of life increases.

Unit IV - LOOKING TOWARDS ADULTHOOD

1. Gains in understanding of what it means to be in love.

2. Realizes that in America companionship and love are the principle reasons for marriage.

3. Realizes the importance of wise choice of marriage partner.

4. Understands that marriages between people of similar backgrounds are more likely to be happy.

5. Understands that age at time of marriage is not as important as emotional maturity and the ability to accept the responsibilities of marriage.

6. Realizes that the engagement period provides an opportunity to test compatability and to make plans for the future.

7. Becomes aware of laws relating to marriage.

8. Realizes significance of marriage ceremony; wedding and honeymoon.

Unit V - SUCCESSFUL MARRIAGE

1. Realizes that all marriages require adjustments.

2. Realizes that most all marriages face crises at some time and that what constitutes a crisis for one family, may not be a crisis for another.

3. Realizes how companionship can be achieved in marriage.

Unit VIII - THE FAMILY IN THE COMMUNITY

1. Increasingly recognizes the responsibilities of a family to the community.

2. Becomes aware of the individual's role in good citizenship.

3. Is aware of the ways in which the community acts upon the family and the development of individuals within the family.

4. Understands and utilizes the contributions of the community in meeting the needs of the family in education, health, safety, religion and recreation.

5. Understands the law of society pertaining to marriage, divorce, and family welfare.

NOTE: The desired outcomes for Units VI, VII and Units IX and X will be listed in the curriculm guides developed in other knowledge areas of home economics.

(WORK MATERIAL for use in Home Economics Education Regional Conferences, Spring 1963. Home Economics Education Branch, U. S. Office of Education.)

FAMILY RELATIONSHIPS

I. Universality of families

1. There are similarities and variations among all societies and among all human beings.

2. In all societies there is a recognized family unit that assumes the functions of child bearing, child rearing, regulation of inter-personal relations and economic support.

3. Each family is a part of a society and affects, and is affected, by all aspects of the society.

4. Families in different cultures, and families within a culture, have many similarities and differences such as: family structures, authority patterns and ways of solving problems and of achieving family goals.

5. The common values held by families, and the creative utilization of differences, contribute to enrichment of living and strength in our society.

6. Child-rearing practices are usually influenced by parental perceptions of the kinds of persons parents want their children to become.

7. Understanding of people of other cultures develops as one's knowledge of all aspects of their way of life increases.

II Family functions

A. In our society

The primary functions of families are: to meet basic needs of their members, to produce healthy personalities and to prepare individuals for a meaningful existence in society.

B. For individuals

1. The family, or family substitute, provides a setting for personal development of its members, for learning to relate to people and to meet situations, for progressing through stages of the family life cycle and for gaining capacity to handle the variety of crises in life.

2. As families provide opportunities to engage in worthwhile work, youth have opportunities to learn adult roles and to develop feelings of worth and significance.

3. A person is helped to become a distinctive and yet cooperative personality when he has a significant place in a family or in a group substituting for the family.

III. Living in a family

A. Development of self

1. When basic emotional and social needs are being met, an individual is freer to develop his potential and is better able to face, appreciate and adjust to new experiences and new situations.

2. Understanding one's self helps a person to understand and accept others and understanding others helps one to better understand himself.

3. Love and respect for others emanates from love and respect of self.

4. Basic trust is an attitude toward one's self and the world, deriving from experiences which have led to trust in others.

5. Growth is an uneven process varying from person to person and within the same person.

6. Heredity determines the potential of an individual; the growing person realizes his potential through the richness or poverty of opportunities which his environment affords.

B. Interpersonal relationships

1. A person brings to a situation all of the experiences of his past, his present, and even his aspirations and dreams for the future.

2. Attitudes, beliefs, values and needs influence a person's perceptions, interpretations and other behavior.

3. Interaction among family members is influenced by expectations of the roles of one's self and others in the family.

4. Socialization of different generations contributes to variations in attitudes, beliefs and practices.

5. Adolescent peer groups have values, codes and language which help them in group identification. These are potential sources of difficulty between generations in a family when they are too different from those accepted by parents.

6. Developmental tasks of parents and children are both complementary and conflicting.

7. Certain roles of men and women in the family are not as sharply differentiated today as they were in the past.

8. Communication takes various forms, both verbal and non-verbal.

9. Similarity of cultural, social, economic and religious backgrounds is more likely to lead toward a lasting marriage.

10. Families go through a life cycle composed of a sequence of stages of family development, some of which may overlap.

11. Each stage of the family life cycle brings new roles, problems, satisfactions, adjustments and relationships to family members.

IV. Family-cummunity interaction

1. There is a constant interaction between the community and families.

2. Learning to participate democratically in reaching family goals helps prepare individuals for participation in other social groups.

3. Families and the community share responsibility for meeting such needs of children and youth as: education, health, safety, religion and recreation.

4. Adults in the family and community can help youth develop their potential by offering broad and rich experiences--with other people, among themselves, with the physical world and nature, with beauty--in the development of skills and competencies and in carrying experiences in completion.

5. Families are more likely to have the kind of community they desire when they help determine community objectives, policies and the persons to implement them.

6. When family member consider community situations undesirable they can make the effort to cooperate with other families who are willing to assume responsibility for changing those situations.

7. The family is legally responsible for the care and rearing of its children and for the welfare of its members.

8. Laws pertaining to marriage, divorce and family welfare reflect the attitudes and values of society toward family life.

-4-

(WORK MATERIAL for use in Home Economics Education Regional Conferences, Spring 1963. Home Economics Education Branch, U. S. Office of Education.)

VALUES

1. Values are ideas or opinions of the desirable that give direction to behavior and meaning to life.

2. An individual's values are learned from early and continued experiences in the family, with peer groups, through the church, in school and in the community.

3. Value systems are developed as one's needs are being met, as he thinks about and reacts to his experiences and as he adjusts to change.

4. Some of the most influential and compelling values are held unconsciously because they have been incorporated into the life stream of the individual.

5. Goals are satisfying to an individual when values are used consciously as criteria for their selection.

6. A person with an established and integrated value system will withstand privations, make sacrifices and run risks in order to progress toward goals in harmony with his values.

7. When an individual grows up in a family that values both human worth and dignity he has the opportunity to develop a feeling of security.

8. The more accurately one perceives his value system the greater the ease in choosing among alternatives.

TEACHING AIMED AT LEARNING ABOVE LEVEL OF MERE RECALL OF KNOWLEDGE

The following chart makes use of the concept of levels of thinking as developed by the Committee of Colleges and University Examiners: Benjamin S. Bloom, editor, Taxonomy of Educational Objectives. The chart was developed in H E Ed 1961 at the University of Minnesota, Summer, 1960

					Evaluation (ability to judge the value of idea procedures, methods, etc. using appropriate criteria
				Synthesis (ability to put together parts and elements into a unified organization or whole)	Requires synthesis
			Analysis (ability to break down a communication into constituent parts to make organization of ideas clear)	Requires analysis	Requires analysis
		Application (ability to use ideas, principles, theories in particular and concrete situations)	Requires application	Requires application	Requires application
	Comprehension (ability to apprehend what is being communicated and make use of the idea without relating it to other ideas or material or seeing fullest meaning)	Requires comprehension	Requires comprehension	Requires comprehension	Requires comprehension
Knowledge (ability to recall, to bring to mind the appropriate material)	Requires knowledge	Requires knowledge	Requires knowledge	Requires knowledge	Requires knowledge

Eighth Grade
Family Relations

Increasing Understanding of Self, Family and Friends

Desired Outcomes:

1. Understands and accepts growth changes of this age.
2. Becomes aware of how our feelings affect our actions.
3. Understands some of the privileges and responsibilities of living in a family.
4. Understands that in order to enjoy privileges we must share responsibility.
5. Understands the importance of making friends.
6. Realizes that making friends requires skills which can be learned.
7. Sees the relationship of courtesy to friendship.

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OTHER RESOURCES:

27. Human Growth. 20 minute film. Available on free loan from Nevada State Health Department, Carson City, Nevada.
28. The Story of Menstruation. 11 minute film. Available on free loan from Nevada State Health Department, Carson City, Nevada
29. Human Heredity. 20 Minute film. Available on free loan from Nevada State Health Department, Carson City, Nevada.
30. Confindence Because - a filmstrip with record about menstruation. Available on free loan from State Division of Vocational Technical and Adult Education, Carson City, Nevada.
31. Understanding Myself, How Can I Understand Other People and Parents are People, Too. McGraw Hill Guidance Filmstrips. $6.00 each. Order from McGraw Hill Text Films, 330 West 42nd Street, New York 36, N. Y.
32. Friendship Begins at Home. 16 minute film. $3.25 rental from BYU, CSU, U. of N. (see Mountain Plain Film Library Catalog)
33. Family Life. 10 Minute Film. $2.25 rental from BYU, CSC, U. of N.
34. You and Your Parents. 18 minute film. $3.25 rental from BYU, CSC, U. of N.

Generalization: Growth is an uneven process varying from person to person and within the same person.

Desired Outcome: Understands and accepts growth changes of this age.

Read References for Background Information:

Two types of changes occur. Visible Changes in; bust-line, acne, height, weight, size. (Film on Human Growth, 19 min.) Non-visible changes in; glands, and menstruation. (Film on The Story of Menstruation) 10 min.

Problems may arise from accelerated and decelerated growth. Mental anxiety caused by girls large size. (12, p. 11) Mental anxiety caused by acne. (8, pp. 276-279) (12, pp. 158 - 160)

Heredity is a major factor in determining our adult appearance. (2, pp. 2,4) (15, pp. 27-33)

Growth sets its own rate. (19, pp. 8-34) (5, pp. 113-119) Growth Charts (5, pp. 116-117)

During Growth one may feel fatigue or spurts of energy. (22, p. 31)

We must accept ourselves as we are put together. (2, pp. 2-11) (22, pp. 30) (12, pp. 11)

Learning Experiences:

Knowledge

Bring to class a list of all the growth changes that take place in students between the ages of 12-18 yrs. What are some visible changes that take place? What are some of the non-visible changes that take place? (22, pp. 29-32) (19 pp. 1-38) (12, pp. 10, 11, 158-160)(16, pp. 156-157)(2, p. 8) (5, pp. 113-119) Show film on Human Growth.

Draw out questions asked in film by listing them on the board. Have students add to the list. With this list in front of the students, have them discuss the statements:
"I feel that I have more problems than most students my age."
"I feel that I have fewer problems than most people my age."

Comprehension

Explain in a paragraph or two what you feel are the greatest problems of girls your age concerning any phase of growth changes. Show film: The Story of Menstruation. Read on heredity: (20, pp. 1-4) (8, pp. 276-279) (2, pp. 2-11) (15, pp. 27-33) Discuss how their troubles or concerns might be helped or solved. (Such as realizing that the problem must first be defined and then thought about, before a solution can be decided upon.)

Application

Think about your parents and grandparents and then list on paper: "What hereditary traits do I feel I might have inherited?" (Height, weight, bone structure, curly hair, skin coloring, color of eyes, shape of head, face, nose, or personal tempos as ambition.) (20, pp. 1-4)(15, pp. 27-33)

Analysis

Examine what you believe to be inherited characteristics of one of your close friends, related to the reading you have done on heredity so far. You must have some acquaintance with this family to accomplish this assignment. Include in this paper, answers to these questions: Will these characteristics always be a problem to this person? Will these characteristics aid this person in later life?

Synthesis

Have students project themselves into a given situation, so that they may express how they might feel. EXAMPLE: Ophelia Zika, an eighth grade girl, comes from an average family. She is starting a period of physical changes which are evidenced by an increasing bust-line, a regular menstruation cycle, and a feeling of awkwardness. Ophelia also has a stupendous appetite, which causes her to be quite heavy. She is troubled by continual facial outbreaks. She seems to have little or no energy.

Put yourself in Ophelia's place. Write a two-page paper on how you believe Ophelia feels about herself. Do you feel that she should do something to change herself and her life? If so, what should she do: Why do you think she overeats?

Points to be brought out in the paper: A. In most instances, weight problems can be dealt with through diet and self-discipline. B. Physical changes are normal and must be accepted. C. Facial outbreaks, which may result in permanent scarring, are controlled through diet, cleanliness, or medical treatment.

Evaluation

Write a paper on, "How an understanding of growth changes of this age will help me now and in my future years." This paper should pull together all of the materials that have been discussed throughout this unit. Use any references you wish. Questions that might help the student with content of the paper: Am I positive that I will never be taller than I want to be? Is there a possibility that at a future date I will need to know how to prevent facial outbreaks? By learning about menstruation (what happens and why) do I feel less embarrassed and can I accept this as a good thing for me and my future? Are there some physical changes that I did not know about before this unit? Are fatigue or energy spurts normal at this age? Is all growth a steadily progressive, even development? Do you feel that heredity has any part in your life?

Summary Questions

What are the common ideas in the information that we have dealt with in the last few days?

What are the big ideas about growth changes that we have discussed?

How do these ideas relate to one another?

How can we apply this generalization to other situations?

Generalization II: Understanding one's self helps a person to understand and accept others and understanding others helps one to better understand himself.

Desired Outcomes: Becomes aware of how our feelings affect our actions.

Read References for Background Information:

Self-knowledge is the key to understanding others. When you are aware of the reasons for your behavior, you also gain an understanding of what makes other people tick. (17,3)

Your personal and social needs include (a) the need to be loved and wanted; (b) the need for self-confidence and self-respect; (c) the need for approval; and (d) the need to be like others. (17,6) (15, Chapter 2) (16, pp. 1-14)

One's personality is made up of one's mental, social, physical and emotional characteristics. (13, Chapter1)

An emotionally mature person has a feeling of security, knows what is expected of her and what she can do. (2, p. 12) (6, p. 8)

Understanding parents is no different from understanding other people. They, too, have basic needs, interests, feelings, and ideas. (8, p. 23) 916, pp. 24-36) (17,25)

The relationships which you form in your home will form the basis of all the other relationships in your life. (17,43) (2, pp. 372-379) (15, pp. 215-223) (16, pp. 33-34)

Growing up emotionally means becoming able to have thoughful control of your actions rather than letting actions and attitudes be controlled mostly by feelings. (15,74)

Learning Experiences:

Knowledge

List the facts that are marks of emotional growth and explain the following statements: takes disappointments gracefully; overcomes anger and fear; avoids jealousy and envy; gives deserved credit or praise to others; accepts personal limitations; refrains from insisting on having own way; performs disagreeable tasks without undue delay; avoids complaining;

minimizes day dreaming; observes rules; assumes duties as a citizen; assumes responsibility as a family member. (2, pp. 12-18) (6, pp. 8-149) (2, pp. 30-88) (15, pp. 74-85) (16, pp. 7-25)

See filmstrips such as these from McGraw Hill Guidance series: Understanding Myself, How Can I Understand Other People? and Parents are People, Too. Or see films such as Control Your Emotions or Understand Your Emotions.

Explore the idea in buzz sessions "Experiences in the Family Develop Emotional Growth" following reading of references on this topic and seeing films. (2, pp. 336-372) (8, pp. 12-15) (16, pp. 7-25) (15, pp. 193-215) (24, pp. 1-40) (17, chapter 2) Films: Friendship Begins at Home, Family Life, and You and Your Parents.

Comprehension

1. A committee selects and gives a series of tests on emotional growth and parent problems and scores the tests and lists the problems. See "How Old are You Emotionally" (15, p. 84) "How Do You Rate as a Family Member" (15, p. 205); "Parent Problem Inventory Test" (26, p. 9)

2. Describe some of the things people do when they become angry.

3. Discuss childish ways of handling anger; more mature ways.

Application

1. List results of tests on parent problems on board.

2. Assign four students to play the roles of parents and four students to play the roles of young people. Through role playing try to get the parent's viewpoint on typical parent-youth conflicts.

3. Use the results of a class survey on the things that bother them most about parents as a basis for a panel discussion with parents and young people. (15, pp. 203-204)

Analysis

1. Report on stories that you have selected to read on brother-sister relationships and discuss those stories seen on TV or at the movies that present reasons for conflict.

2. Have a circle discussion to tell about your personal relationships with brothers or sisters; discuss reasons for any conflicts.

Synthesis

1. Select the major problems between brothers and sisters and read references on getting along with brothers and sisters; assign each class member a problem and have them tell how they would solve it. Record findings on tape recorder. (2, pp. 372-374) (15, pp. 215-219) (16, pp. 36-39)

Evaluation

1. Write a paper on the way you could improve the relationship with your family because you are more emotionally mature.

Summary

1. List the major ideas that you have learned about how our feelings affect our actions and how you would apply these ideas.

Generalization III: As families provide opportunities to engage in worthwhile work, youth have opporturnities to learn adult roles and to develop feelings of worth and significance.

Desired Outcomes:

1. Understands some of the privileges and responsibilities of living in a family.

2. Understands that in order to enjoy privileges we must share responsibility.

Read References for Background Information

Family duties and responsibilities require cooperation on the part of all family members. (2, p. 361)

Your family helps you learn how to do many things and how to work together. (2, p. 359)

If a job needs to be done, it doesn't matter who does it. (9, p. 15)

There is no clear line drawn between man's work and woman's work. (15, p. 285)

Learning Experiences:

Knowledge

Define responsibilities and privileges of a family member. (9, pp. 20-21)

Use Coed and Seventeen Magazine as a reference to write a paper on the responsibilities of students your age in other countries. Read: Understanding my parents. (9, pp. 15-16)

Comprehension

Raise questions: Should brothers help with cooking and dishes? (8, pp. 19-23)

Should teenagers be paid for tasks done at home?

Application

List all of the things you do in one day. Check those that require cooperating or sharing.

List all of the things your parents do in one day.

Develop a bulletin board on "understanding parents."

Present a skit illustrating ways in which teenagers can accept responsibilities at home.

Analysis

Organize a panel of parents and students on: "A plan for sharing home responsibilities v.s. arguing about them."

Synthesis

Write on the topic: My responsibilities and ways I can show my family I am assuming them.

Evaluation

Write a paper on "My strengths and weaknesses as a family member."

Teacher reads a story from Coed or Seventeen magazine on teen-age responsibilities. Stop reading just before the ending and let the students finish the story to show the conflict between responsibilities and privileges.

Summary

Based on our readings and discussions in this unit what are the main ideas you have learned?

Generalization IV: Friends are important to all of us because they make us feel worthy, give us a sense of security, and help us share our innermost feelings.

Desired Outcomes: Understands the importance of making friends.

Realizes that making friends requires skills which can be learned.

Sees the relationship of courtesy to friendship.

Read References for Background Information:

The happiness and success of your teenage years depend greatly upon the friendships which you make. (9, p. 3)

An important part of growing up is developing the ability to use good judgment in the selection of friends. (2, p. 153)

Friends can be of all ages. (8, p. 359)

A newcomer must go halfway in making friends. (1, p. 107)

In order to have friends you must learn how to be a true friend. (9, p. 8)

A genuine interest in others and what they are doing opens the door to friendships. (9, p. 8)

Certain characteristics make us likeable: courteous, well-groomed, responsible, loyal, cooperative, good manners, good listener, thoughful, and good sport. (8, p.360)

Learning Experiences:

Knowledge

Define friendship, self-consciousness, reputation, clique.

List factors which handicap or which help friendships.

Discuss advantages of having a wide variety of friendships.

Read: (15, pp. 49-73), (8, pp. 257-365), (9, pp. 1-13), (2, pp. 2-17), (23, pp. 1-48) (13, pp. 88-92), (21, pp. 31-35), (3, pp. 22-31), (18, pp. 19-34).

Comprehension

Use test "What Kind of a Friend Are You?" as a basis for motivating discussion. (16, p. 54)

Raise questions: What friends do you now have?
How do they influence you?
What do you learn from your friends?

Develop bulletin board based on question "What Makes People Like Us?"

Application

Devise a courtesy guide for the class. (2, p. 365)
Dramatize a situation in which you introduce yourself to a student you do not know. (2, p. 365)
Present a skit illustrating ways to welcome a new girl to class. (2, p. 365)

Analysis

Use friendship don'ts for role playing:
Don't talk about people behind their backs.
Don't laugh at other people's mistakes.
Don't insist upon having your way all the time.
Don't lose your temper.
Don't act silly.
Don't distract others while they are working.
Lead discussion. Explore why friends are needed. (8, p. 263)

Synthesis

Write on the topic "My Friends - Who and What Has Influenced Their Selection?"

Discuss "What Do Friends Mean in Terms of You and Your Development?"

Evaluation

List the weaknesses you need to overcome in order to be a more likeable person. Choose one weakness and discuss how you would begin to correct it. (9, p. 13)

Summary Question

What major ideas about friendship have our readings and discussions dealt with during this unit?

Ninth Grade

GROWING TOWARD MATURITY

Desired Outcomes:

1. Recognizes how one grows toward maturity.
2. Grows in ability to develop satisfactory relationships with the other sex.
3. Develops increased understanding of family members.

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OTHER RESOURCES

45. Date Etiquette, 11 minutes. $2.25 rental from BYU or U of N.
46. Dating: Do's and Don'ts. 14 minutes. $3.25 rental from BYU or U of N.
47. Feeling Left Out. 13 minutes. $3.25 from BYU or U of N.
48. Going Steady? 11 minutes. $3.25 rental from BYU or U of N.
49. How do You Do? 15 minutes $3.25 rental from BYU or U of N.

50. Howard. 29 minutes. $5.25 rental from Indiana University
51. How Much Affection? 20 minutes. $3.25 rental from BYU or U of N.
52. How to Say No. 11 minutes. $2.25 rental. BYU or U of N.
53. Improving your Personality. 10 minutes $2.25 rental from BYU or U of N.
54. Good Grooming for Girls. 10 minutes. $2.25 rental BYU of U of N.
55. Mind Your Manners. 10 minutes. $2.25 rental BYU of U of N.
56. More Dates for Kay. 10 Minutes. $2.25 rental from BYU or U of N.
57. Shy Guy. Free rental from Nevada State Health Department, Carson City.
58. What To Do On a Date. 10 minutes. $2.25 rental from BYU or U of N.
59. Who Should Decide? 11 minutes. $2.25 rental from BYU or U of N.
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Generalization I: Understanding one's self helps a person to understand and accept others and understanding others helps one to better understand himself.

Desired Outcome: Recognizes how one grows to maturity.

Read References for Background Information:

There are six kinds of maturity to consider in any growing individual. (10, 1-27)

Chronological (how many birthdays you have had)
Physical (how mature your body is)
Intellectual (how grown-up your thinking is)
Emotional (how mature your feelings and the ways in which you express your feelings)
Social (how mature your relationships with other people are)
Philosophical (how grown-up your beliefs, ideals, purposes, morals, and values are)

Everyone has basic physical needs and basic social or psychological needs. Love, recognition, security and a feeling of achievement are important psychological needs. (10, 52-61) (26, 27-36) (30, 4-10).

One of the signs of intellectual maturity is the ability to solve problems. Some of the steps in problem-solving are: (39, p. 14)

1. State your problem clearly.
2. List the obstacles that stand in your way of solving this problem.
3. List the assets in your favor that you have to work with in solving this problem.
4. List possible solutions.
5. Try to figure out what the results of each of these solutions would be.
6. What is the best solution for me?

While there are many reasons for understanding yourself, it is important in becoming mature, because when you know youself, you can better control your behavior. Also, when a person is honest with himself and can look at himself objectively, he is in a position to change his behavior. (31, p. 6)

Emotional maturity is a goal toward which to strive. Some of the indications of emotional maturity are: (31, p. 8)

Can deal constructively with reality
Can adapt to change
Can handle fears, tension and anxiety
Gets more satisfaction from giving than receiving
Is able to build satisfying relationships with other people
Is able to control hostile feelings and acts
Is able to love

How well you develop socially will determine how well you get along with people - friends, employers, teachers, family members, and others. (44, p. 5)

A philosophy of life suited to you can help you decide your goals. Knowing what you really want out of life will help you achieve it. (43)

"Values are more than objectives and goals. They are our ideals toward which we live and which we succeed in reaching, in part. Our ideals are motivational forces toward the goodness in our lives and the humaneness in the human spirit. For the group, values are the accepted rules which direct behavior toward the very best we know out of the experiences of manking. For the person, on the other hand, values are the rules, the goals, the ideals, which integrate the personality and which make us predictable, consistent, and whole in our behavior." (61, p. 2)

Learning Experiences:

Knowledge

As you read references on understanding yourself and growing into maturity, keep a list of all the new words you come across and write a definition of each. (These will be turned in at the close of the unit.)

Working in groups prepare definitions of each of the kinds of maturities and explain to the class.

Acquire information about the basic psychological needs and how individuals may react if these needs are not met.

Find our how heredity and environment affect one's personality.

Be able to give the steps in problem solving.

Comprehension

Review examples of problem-solving such as that found in Seashore, How to Solve Your Problems, pp. 18-19.

Give examples of how a mature person might indicate each of these qualities of emotional maturity. (See 31)

1. Deal constructively with reality
2. Ability to adapt to change
3. Ability to handle tension and anxiety
4. The capacity to give
5. Getting along with other people
6. Controlling hostile feelings and acts
7. The capacity to love

Give examples of how an emotionally immature person might differ from an emotionally mature person in each of the above.

Look for examples of behavior mechanisms which you observe yourself or others using during a 2 or 3 day period. Record examples and be prepared to present to class. Look for examples of:

Compensation
Rationalization
Idealization
Reaction formation
Displacement
Projection
Conversion

Refer to Life Adjustment Bulletin Understanding Yourself for examples and definitions of these terms.

Use words in your vocabulary list in sentences in such a way that the meaning of the word is clear to you and others. Some of the words or phrases you may wish to use are:

Emotional maturity
Reality
Constructive
Tension
Defense mechanism
Rationalization
Projection
Scape-goating
Conversion
Hostility
Sublimation

In conversation groups in class, pool personal interpretation of one or more terms.

Discuss situations in which emotional maturity or immaturity is clearly evident in the person involved. (Perhaps Bob didn't make the football team or perhaps Jane didn't get invited to the prom, or perhaps Suzy didn't make the drill team.)

Discuss what is a philosophy of life?

Read Teen Time (61) for an understanding of what values are where we get our values and how our values influence our decisions.

Application

React to the following situation: You want to drive a car.

Review the various maturities. jotting down all qualifications necessary for handling a car safely. Draw up a statement extitled "I am ready to drive a car when....................." or "I feel security when I ride with my friend because......." Discuss your paper with your classmates and teacher and examine your reasons. Check the safety rules and local driving ordinance in your community. Make a list of aspects of social maturity, emotional maturity, intellectual maturity which might make a difference in good driving. Explain how one's philosophy of life can affect one's driving.

Compose an autobiography. Include as many experiences as you can that may have affected you as a person. Also describe the values you hold and tell where you think these values came from.

See film "Howard." Pretend you are Howard and solve the problem which he had using the steps of problem-solving. Use these methods to solve one of your own problems.

Analysis

In a panel discussion composed of class members, relate experiences you have had that have helped you gain new values or change old ones. Discuss what you value and where your values came from.

Hold buzz groups on "How Might we Teach Values to our Children."

Analyze why you do not always practice the values that you hold.

Read "The Span of a Rainbow", Coed Feb. 1962. Discuss- Red Nelson's personality. Why was he intent on winning? How does it feel to suffer defeat? Write a speech for class explaining how Red's experiences helped him to grow up.

Synthesis

Select one of the following quotations and write a theme telling how it illustrates one or more of the maturities: Chronological, physical, intellectual, emotional, social and philosophical.

> "If you can't look yourself in the eye you'll have a hard time facing others."
>
> "Honesty is the cornerstone of character. It is the common cement that holds society together."
>
> "Peace begins in the individual heart."

"One who does less than his best is killing part of himself."

"Physical and social growth cannot take the place of mind training."

"One becomes a person in proportion to his conscious and discriminating sense of values."

"Build thee more stately mansion, O my soul........."

"Think big, do big, be big."

"If your mind is a shabby thing, the world will be shabby, too."

"The awakening and integration of the self is the first aim of education."

"Kindness begets kindness."

"Live for yourself alone, and you became smaller; live for others and you grow greater."

"What goes into the mind comes out in the life."

Evaluation

Teenagers demonstrate maturity in many ways. One way is using care when driving the family car. List other ways you show maturity. Then to summarize items into various growth areas: Intellectual, emotional, social, and philosophical.

Use a check list similar to the one in Duvall, Family Living P. 26. to evaluate your progress toward maturity.

Summary

1. What are the common ideas in the material we have dealt with these past _________ days?
2. What are the big ideas about understanding ourselves and growing toward maturity that we have gained?
3. What relationship do these concepts have to one another?
4. How can we apply this generalization to other situations?

Generalization II:

A person with a healthy, well-rounded personality who feels at ease with both sexes, has acquired poise by developing confidence in herself and is aware of the need to know the social graces.

Desired Outcomes:

Grows in ability to develop satisfactory relationships with the other sex.

Read References For Background Information:

1. Good manners are based on thoughtfulness and consideration of others. (5,pp. 17-50) (1, pp. 6-20) (17, p. 3)

2. Poise comes from knowing "the right thing to do." (5, pp. 3-17) (1, pp. 217-221) (pamphlet 15) (pamphlet 24)

3. Looking one's best contributes to a feeling of confidence in oneself. (5, pp. 95-122) (1, pp. 79-93) (17, chapter 2)

4. The purpose of etiquette is to help make your relaxations with others enjoyable and comfortable. (5, pp. 154-172) (1, pp. 54-64, 64-79) (5, pp. 203-223)

5. Being able to carry on a pleasant conversation is an essential social skill. (5, pp. 122-137) (1, pp. 111-121 180-186) (pamphlet 13) (pamphlet 19) (pamphlet 34) (17, chapter 4)

Learning Experiences:

Knowledge

As you read references on personality and etiquette, keep a list of unfamiliar words and write definitions.

Write a 150 word paper using words in vocabulary list and how they are inter-related.

List personality traits and activity skills you admire in other people.

Take personality traits test by Dr. Laird. (see p. 33)

Choose traits advisable to develop or abolish.

Learn a new activity skill (to skate, dance etc.)

Write out what steps you are going to take to accomplish skill.

List facial expressions, gestures and posture that can further or hinder chances of dating.

Show film "More Dates For Kay." Discuss procedure used by Kay in getting out of her dating slump.

Comprehension

Look at film "Good Grooming For Girls," or see grooming filmstrips. List good grooming essentials seen. (Well planned wardrobe, attention to hair, nails, teeth, personal daintiness, good posture, proper diet and rest.)

Prepare a bulletin board on grooming essentials "Are You Date Bait?"

Role play specific situations such as introductions, how to eat out, how to accept or refuse a date, introducing a date to the family, greeting chaperones at a party and going through a reception line.

Look at films "Mind Your Manners" and/or "How Do You Do?" Compare your role playing with similar situations in films.

List school social activities and suggest proper attire for each activity.

Choose suitable attire for specific activities.

Prepare bulletin board with illustrations of "Right or Wrong."

Present a fashion show of acceptable fashions with mothers as guests. Serve refreshments to demonstrate gracious manners.

Take pre-test "How To Behave When Your Date Comes For You."

Look at film "Date Etiquette." Arrange for panel of resource people (adults and youth) to discuss differences in social customs and date etiquette.

Take pre-test over ---see if you have changed any of your ideas.

Edit a column in school newspaper on accepted social customs.

Application

Write a paper on "What I have learned new regarding social customs and dating etiquette."

Prepare a bulletin board "How Do You Rate as a Date" emphasizing poise, grooming, manners, behavior, time, and personality.

Make posters emphasizing each of date skills and put on display in school corridors, library, study hall.

Use a tape recorder to see how voices sound. Discuss how your voice affects your personality.

Form a circle with the class. First student chooses a topic and each student must add something in the conversational vein. Students learn a good conversationalist is a good listener.

Analysis

Arrange for a panel of youth and adults to discuss ways in which our appearance and/or behavior sometimes give others the wrong impression. (combing hair, manicuring nails in public, eating lunch while walking down street, petting in public, etc.)

List values you admire in friends. Then react to statement "Our sense of values is reflected in the friends we have."

Write on either topic: "You are known by the company you keep." "Birds of a feather flock together."

Synthesis

Write a paper describing how each of the following contributes to dating skills:

Conversational ability
Facial expressions and gestures
Manners
Activity skills
Friendliness Patterns
Ability to introduce yourself to a group not well-acquainted with

Write on one of the following Topics:

I need to improve my ability to............
I feel confident in my ability to..........
The hard skill to learn is...............

Evaluation

Make up a teen-age code of dating skills you have learned in achieving a well-rounded personality.

Plan a "Daddy-date" night party and practice what you have learned. Evaluate party next class session.

Questions:

What are common ideas in the information we have dealt with these past ________ days?

What are the big ideas about personality, etiquette, and relationships with the opposite sex that we have learned?

How do these ideas relate to one another?

How can we apply this generalization to other situations?

TRAITS WHICH MAKE US LIKED BY OTHERS

Give yourself a score of 3 for each of these questions you can answer "yes."

______ 1. Can you always be depended upon to do what you say you will?

______ 2. Do you go out of your way cheerfully to help others?

______ 3. Do you avoid exaggeration in all your statements?

______ 4. Do you avoid being sarcastic?

______ 5. Do you refrain from showing off how much you know?

______ 6. Do you feel inferior to most of your associates?

______ 7. Do you refrain from bossing people?

______ 8. Do you keep from reprimanding people who do things that displease you?

______ 9. Do you avoid making fun of others behind their backs?

______10. Do you keep from domineering others?

Give yourself a score of 2 each for the questions you can answer "yes."

______11. Do you keep your clothes neat and tidy?

______12. Do you avoid being bold and nervy?

______13. Do you avoid laughing at the mistakes of others?

______14. Is your attitude toward the opposite sex free from vulgarity?

______15. Do you avoid finding fault with everyday things?

______16. Do you let the mistakes of others pass without correcting them?

______17. Do you loan things to others readily?

______18. Do you let others have their own way?

______19. Do you always control your temper?

______20. Do you keep out of arguments?

______21. Do you smile pleasantly?

______22. Do you avoid talking almost continuously?

______23. Do you keep your nose entirely out of other people's business?

Give yourself a score of 1 for each question you can answer "yes."

______24. Do you have patience with modern ideas?

______25. Do you avoid gossiping?

______26. Do you avoid flattering others?

______27. Do you refrain from asking people to repeat what they have just said?

______28. Do you avoid asking questions just to keep up a conversation?

______29. Do you avoid asking favors of others?

______30. Do you avoid trying to reform others?

______31. Do you keep your personal troubles to yourself?

______32. Are you natural rather than dignified.

______33. Are you usually cheerful?

______34. Are you enthusiastic rather than lethargic?

______35. Do you pronounce words correctly?

______36. Do you look upon otherswithout suspicion?

______37. Do you avoid being lazy?

______38. Do you refrain from telling people their moral duty?

______39. Do you refrain from borrowing things?

______40. Do you avoid trying to convert people to your beliefs?

______41. Do you avoid talking too rapidly?

______42. Do you avoid laughing loudly?

______43. Do you avoid making fun of people?

Dr. Laird states with reference to scores on this test. The higher you score on this self-analysis the better liked you are in general. Each "no" answer should be changed through self-guidance into a "yes" answer.

It is encouraging to note that the average person has a score closer to that of the average liked person than to that of the average disliked person.

HOW TO BEHAVE WHEN YOUR DATE COMES FOR YOU

Directions: Mark X in the blank in front of each response which is correct and O in front of each one that is incorrect.

Bob is taking Jane to the Pep-Rally and her family is in the living room when he comes to get her.

1. Jane should be watching for Bob and call out the window that she will be ready in just a minute and for him to wait right there on the step.
2. Jane should go to the door, let him in and ask him to wait in the hall while she gets her coat.
3. Jane should go to the door with her wrap, all ready to leave.
4. When Bob drives up and toots the horn of his car Jane should be ready and dash out.
5. Jane should go to the door with her wrap on and ask him into the living room to speak with her parents.
6. Have some member of the family answer the door and ask Bob into the living room, then call Jane.
7. Jane should keep Bob waiting in the living room talking with her parents 15 minutes or longer.
8. Jane should come into the living room where Bob is waiting, carrying her wrap and let him hold it while she puts it on.
9. Jane's little brother answers the door, calls Jane and stands in the hall talking to Bob.
10. Bob and Jane have signals arranged so she can leave upon hearing them.

Generalization III:

Dating is the first big step in the development of the individual in preparation for marriage.

Desired Outcomes:

Grows in ability to develop satisfactory relationships with the other sex.

Read References For Background Information:

1. Boys like girls who are genuinely interested in them and who can be natural and unaffected, not unduly shy. (25, pp. 45-59) 42, pp. 195-205)(pamphlet 8)(pamphlet 24)(pamphlet 44)

2. A person has responsibilities to his date and his parents. (11, pp. 164-182)(23, pp. 83-90)(28, pp. 59-85)(28, 89-106) (21, pp. 42-55)(42, 205-213)(10, pp. 157-172)(11, pp. 164-201) (26, pp. 85-95)(pamphlet 14)(pamphlet 24)(pamphlet 13)

3. Values are reflected in your choice of friends and in your dating behavior. (10, pp. 157-172)(11, pp. 164-201)(28 pp. 85-95) (42, pp. 213-221)(1, pp. 217-231)(12, entire book)(pamphlet 16) pamphlet 33)(pamphlet 40).

Learning Experiences:

Knowledge

As you read, keep a list of unfamiliar words. Define each. Tell another class member what you mean by definitions in vocabulary list.

Read current references and discuss opportunities offered through the school, church, organizations, and family parties to be in a mixed group or to get acquainted with the opposite sex.

Conduct a poll in school on questions: What boys like in girls? A perfect date for me? What is worth while about dates for teenagers? Compile similar answers under questions and discuss in class. Make posters containing summary of answers and place in school corridors, study hall, and library.

Arrange for panel of popular, older boys to discuss questions prepared ahead of time - student moderator. Ask questions such as:
Are good looks necessary for successful dating?
What are some advantages of group dates, double dates?
What is a good time to get in from a date?
Who is a good conversationalist? What does she talk about?
How can a girl hold down the expense of a date?
When should a girl take the initiative in making a date?
Does a girl reduce her dating chances if she dates older boys or out-of-town boys? What do boys think about dutch dates?

Comprehension

List kinds of dates (single, double, group, blind) and activities to do on a date different from the ordinary dating activities. List activities that film points out for dating.

Show film "What To Do On A Date." Report on a successful home date that was different.

Write a 300 word paper on your criteria for the choice of intimate friends and what you will be able to contribute to a friendship. Criteria list: Mutual attraction of personality, mutual interests, complimentary interests, similar attitudes, ideals, and standards of conduct, absence of obnoxious or personally displeasing manners and personal habits, neatness of appearance, wearing qualities, dependability, unselfishness and mutual interest in each other's welfare and happiness, possibilities for mutual give and take.

Show film "Dating Do's and Don'ts." Look for criteria list in film and discuss changes students would make in paper they had written before seeing film.

List dating responsibilities you have to parents.

Show film "Who Should Decide?" to both parents and youth in evening FHA meeting. Arrange for a panel of parents and youth to discuss questions brought out in the film. Serve light refreshments.

Application

Talk with older friends - try to find out what the dating customs were when they were teen-agers. How did teen-age activities of twenty years ago differ from your activities? Those of thirty years ago? Those of fifty years ago. Report to class what you have learned.

Make bulletin board showing the increased freedom and responsibility teen-agers have now compared to years ago. Compare differences between present time and 20 - 30 - 50 years ago.

Take a poll of the students in the school who go steady and their ages. List total number and ages of students.

Show film "Going Steady?" List questions film brings out about "going steady." Write a 250 word paper on "Advantages and Disadvantages of Going Steady."

Analysis

List your individual values and standards in dating. Then answer the question "Do you have a built-in chaperone?" Do your inner feelings tell you what to do?"

Show films "How Much Affection?" and/or "How To Say No." Youth panel leads discussion on questions emphasized in films. Panel was prepared previously to answer or bring out questions such as "Why is it most often the girl who has to draw the line in expressing affection between the couple?" "Petting - wise or otherwise?" "How far is too far?"

Bring to class current articles from magazines and newspapers on relaxation of teen-age values. (Values pertaining to - juvenile delinquency, shoplifting, pre-marital pregnancies, etc.) Compare the similar values being lost by teen-agers in articles. Arrange for group discussion on boy-girl relationships with an adult leader from community (May be minister) who is used to leading such discussions. (May be minister) who is used to leading such discussions. (May be probation officer). Find out what people expect of themselves and others--what kind of behavior they consider right or wrong.

Synthesis

Case study is on blackboard:

Craig and Sue are at a party where there is smoking and drinking. Sue has been brought up to abstain from smoking and drinking because they are harmful to good health.

Craig: This is sure a swell party! (Has a can of beer in one hand and is smoking a cigarette.) Would you like a drink?

Sue: Noooo - not now.

Craig: Oh-come on---just one beer won't hurt you! You don't want to spoil the party by being the only one not drinking, do you?

What should Sue do? What should Craig say or do if Sue refuses to drink? Role play this situation by putting yourself in Sue or Craig's place. Partners discuss situation for 5 minutes. Everyone talks at once. Compare this situation to similar situations that involve moral standards in group discussion.

Evaluation

List standards to make up teen-age code of dating. Design attractive cover and have code mimeographed so each student may have individual copy.

Write on the topic: What I Have Found Out About Myself and My Values in Our Study of Dating.

Questions to ask: What are common ideas in the information we have dealt with these past ______days? What are the big ideas about life goals, values, and criteria for their selection? How do these ideas relate to each other? How can we apply this generalization to other situations?

Generalization IV:

Interaction among family members is influenced by expectation of the roles of one's self and others in the family.

Desired Outcome:

Understanding of family members.

Read References for Background Information:

Members of families report frequent friction in the family circle, but not real problems. (8, p.41)(20, chapters 1 and 2)(2, chapter 4)

Shared experiences help a family to develop feelings of loyalty. (2, chapters 11 and 12)(11, chapter 4-5)
Family members play many roles. (38, pp. 32-46)
Families are a part of communities. (43)

"Home life can make exasperating demands upon us. It means the clash of conflicting wills, the frustrating of individual ends, the invasion of personal privacy." (32, p. 3)

Children in a family are rivals and competitors for the same desired benefits. (32, p. 10)

Knowledge

As you read references on family interaction, keep a list of words which are unfamiliar. Define each and use each in a sentence.

Refer to chart "Understanding Your Parents' Attitudes and Your Own." (8, p. 42) Discuss.

Check "Causes of Friction in My Family" (8, p. 45). Discuss ways of resolving difficulties through family councils, problem solving.

Comprehension

Invite several parents to your class to participate in a panel discussion: "What Parents and Teen-Agers Expect of Each Other."

Read "That Dear Octopus the Family" by David R. Mace to the class. Discuss his point of view regarding the family as an octopus and his suggestion for resolving conflict.

Prepare a bulletin board on "Getting Along in the Family." Prepare a list of hints on getting along with brothers and sisters. (8, 46)

Application

Ask each member of your class to write down anonymously what traits of his brothers and sisters he (1) likes and (2) dislikes. Drop these in a question box. Use these traits as a basis for a class discussion or as a basis for role-playing.

Choose as a home experience a project to improve relations with some member of your family. Develop a plan, carry out the plan, and evaluate the results.

Carry out a "Secret" service at home. Do something that needs to be done (not just fun) such as washing windows, washing the car, weeding the garden, doing the ironing, cleaning the house. Report reaction of family members. How did it make you feel?

Find one thing or experience some member of your family wants.
Use this problem for home experience.
Example: Father wants a Saturday to go fishing.
Mother wants to attend night classes.
Grandma wants a knitting corner.

If you know a family from another country, visit them and tell us what you found out about them that was different and better than what you are used to.

You have been given a gift of $5.00. Do something with it. Make a good class report on this make believe experience. Use conversation and many of the terms under Knowledge. Use conversation. (English credit)

Plan and assign jobs to members for a family picnic. **Really go!**

Analysis

Read through one or more of the following skits about family life:
(Order from the State Director of Home Economics Education)
Always The Garbage
Mother and Dad Are People, Too
Bob Disobeys Orders
Please Pick Up Your Clothes

Discuss situation, reason for conflicts if any, and ways to solve problem.

Synthesis

Write a paper on one of the following topics:

The Family - A Proving Ground for Democracy
Conflict Is Inevitable in the Best of Families
Parents are Human Beings
Why Parents and Children Sometimes Disagree
The Roles a Father Plays
The Roles a Mother Plays

Evaluation

Describe factors which cause conflicts among family members.
Describe factors which contribute to family loyalty and family unity.

Summary Questions

What are the common ideas in the information we have dealt with in the past ______ days?

Whare are the big ideas about understanding of family members that we have gained?

How do these ideas relate to each other?

How can we apply this generalization to other situations?

GRADE 10

FAMILY FUNCTIONS IN A DEMOCRACY

Desired Behavioral Outcome:

1. Understands ways in which family members may contribute toward democratic family living.
2. Realizes that the individual is part of the family and the family part of the individual.
3. Grows in appreciation of home and families and what they have to offer.
4. Realizes that differences among individuals and families are numerous and common.
5. Understands that conflict is a normal outcome of differences.
6. Becomes aware of factors and conditions which contribute to family conflict.
7. Sees how strength and creativity can develop because of conflicting opinions.
8. Realizes there is a "know-how" for problem solving.
9. Grows in appreciation of what homes and families have to offer society.
10. Recognizes the facilities and services contributed by the community for the welfare of its citizens.

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Generalization I:

In a democracy the primary functions of families are: To meet basic needs of their members, to produce healthy personalities and to prepare individuals for a meaningful existence in society.

Desired Outcomes:

1. Realizes that the individual is part of the family and the family is part of the individual.

2. Grows in appreciation of homes and families and what they have to offer.

3. Understands ways in which family members may contribute toward democratic living.

Background Information:

Our families are always part of us and no member can live in a family without being part of that family. (52, p. 25)

We affect and are affected by our families. Our lives are a part of the lives of each family member. Their lives are a part of ours, and we never completely lose our attachment to our family group. (52, p. 25)

The family exerts more influence upon us than any other group or institution. (52, p. 25)

In our family, our basic needs are met; we learn sharing and getting along with others; we learn to assume responsibility and to become independent. (52, pp. 31-33) (61, chapter 1)

"The family is the most important group in all living. It is its members and more.
The family is responsible for the ongoing of life.
The family is responsible for the survival of the young.
The family is where we learn to live with ourselves and with others.
The family offers opportunities and experiences that make it possible for us to grow into persons capable of taking their places in the community, in our nation, in the world.
The family offers us love, security and sympathetic understanding.
It is where we find backing when life becomes difficult.
The family passes on all that has been learned before our time.
It passes along the cultural heritage from generation to generation.
The family is the cornerstone of society." (52, p. 40)

In a democracy one of the functions of the family is to learn the meaning of democracy. (52, p. 51-55) (54)

In a democratic family, each individual is important. Each privilege is accompanied by responsibility. (23, p. 25-35)

Learning Experiences:

Knowledge

Read about the functions of a family in a democracy. Compile a list of functions. Discuss. Some references are:

52, chapters 2 and 3
37, pp. 2-53
23, pp. 18-25
61, pp. 1-26
62, pp. 9-56

See filmstrip Family Portrait about functions in families. Discuss basic psychological needs and how families help members meet these needs.

Read A Healthy Personality For Your Child, a U.S. Office of Education bulletin for information on how healthy personalities develop in the family.

Find out from reading how children learn values from parents and develop in the family.

Find out from reading how children learn values from parents and develop values and goals.

Comprehension

Using the bulletin "A Healthy Personality For Your Child" give illustrations of how parents help children develop

- a sense of trust
- a sense of autonomy
- a sense of success
- a sense of identity
- a sense of caring for others

Give examples of ways you can help parents meet their basic needs of love, security, recognition or achievement.

Give examples of ways parent help children to prepare for a meaningful existence in society.

Fill in the questionnaire, Your Family. On back of sheet describe how each of these family customs may affect your future life.

Discuss the different customs, holidays, etc. of families from different ethnic and national groups in your community. Find out from your parents how certain family customs or practices originated. In what way do family or community customs pass on the culture of the society to a child?

Application

Role play situations which show democracy in action in the home, such as
- A family council in action. The family is making decisions as to where to go on a vacation.
- A family council in action. A family is deciding on how responsibilities will be shared now that Mother has gone back to work.

Use minute dramas or role playing to show a more autocratic home situation. (see 23, p. 29 for characteristics of an autocratic home.)

Discuss: What are the advantages and disadvantages of democratic families for father, mother, children?

What are the advantages and disadvantages of autocratic families for father, mother, children?

Analysis

See film Family Outing. Discuss what purposes a family vacation serves in the family.

Discuss the effect of television on activities and relationships in the family. Has the total effect been favorable or unfavorable to family solidarity. How can television be used as an enriching experience for the family?

Select a novel about family life or a biography or autobiography. A suggested list is in the bibliography. Write a report using the following reading guide:

1. What are the attitudes of family members toward each other?
   a. Did they show consideration for each other? How?
   b. Did they tolerate each other's opinions?

2. How did the family influence its members?
   a. How were character and personality developed?
   b. How were finances handled?
   c. How did the family train children to be independent?
      - to manage money
      - to work
      - to think for themselves

- To develop good judgment
- to plan for the future

d. What customs or traditions were passed on to the children?

3. Who is the authority?
   a. Do parent dominate children?
   b. Do children dominate parents?
   c. Are children guided to make decisions?

Synthesis

Write a paper on the following: "What person or situation in my family has had the greatest influence on my life?" Describe circumstances.

See film Date With Your Family. Follow with a panel discussion of class members and resource people on the subject "Creating A Good Home Atmosphere? or "Ways to Strengthen Family Ties."

Evaluation

Using the criteria "In a democracy the primary functions of families are:

To meet basic needs of their members, to produce healthy personalities, and to prepare individuals for a meaningful existence in society." -- Write a paper showing ways in which your family has been trying to fulfill these functions or develop plans for how you will attempt to fulfill these functions in your own home and family.

Summary Questions Related to the Generalization

Generalization I:

In a democracy the primary functions of families are: to meet basic needs of their members, to produce healthy personalities, and to prepare individuals for a meaningful existence in society.

Questions relating to common ideas about the generalization:

a. What is another word for function?
b. What are basic needs (physical) (psychological)?
c. What practices of parents help children to develop healthy personalities?
d. What practices of parents help youth to become independent, set goals for themselves, and to plan to make a contribution to society.

Questions relating to big ideas about the generalization:

a. How do these functions of families compare with the functions of a democratic form of government?
c. How do these functions prepare a person for living in a democracy?

YOUR FAMILY*

How many members are there in your family? ______________________________

What is your father's occupation? ______________________________

Where do you live? In town, in the country, in a house, in an apartment, in a trailer? ______________________________

What are some of the customs you hold dear in your family?

What foods are traditional in your family?

How does the family plan to get all the necessary work done?

What does your family do together to have fun?

*CURRICULUM MATERIALS FOR FAMILY AND GROUP RELATIONS HOMEMAKING DIVISION
State Board for Vocational Education, Denver 2, Colorado

Generalization II:

Conflict is bound to exist in democratic family living and can make constructive or destructive contributions to individual development.

Desired Outcomes:

1. Realize that differences among individuals and families are numerous and common.
2. Understand that conflict is a normal outcome of differences.
3. Become aware of factors and conditions which contribute to family conflict.
4. See how strength and creativity can develop because of conflicting opinions.
5. Realize that conflict may bring big or little crises.
6. Be convinced that understanding is more important than complete agreement.
7. Realize there is a "know-how" for problem solving and resolving differences.
8. See the relation of family conflict to larger conflicts in society.

Background Information:

In a democracy, individual differences are cherished rather than discouraged or eliminated. (54. p 19)

Each individual has his own unique structure, function, needs, desires, emotions and the like; some of the time he is thus bound to be in conflict with his family. (3. p 357)

Democracy stands for social equality. (Webster)

Authority in a democratic family rests in the total group rather than in one or both parents (as in an autocratic family). (54. p 4)

Conflict arises from differences of perception by parent and child. In late childhood and adolescence conflicts are frequent and are mostly over requests and orders issued by parents. (3. p 358)

It is from the effort (of parents) to help the child "succeed" that many conflicts are born. (3. p 358)

Democracy as a way of life may be expressed quite differently in families. (54. p 5)

We must constantly keep in mind there is no one right way.

Forms of conflict include concealed, overt, acute, chronic, progressive, habitual. (22. pp 296-298)

Conflict is expressed by constant bickering, blaming, disagreeing; feeling that personal needs are not met and compensations expressed; quarreling over roles, recreation, use of money, religion, political views; inability to talk things over; running home to mother; crying, becoming ill, developing headaches with no physical basis; expressing individualism and refusal to work as a team; personal habits that interfere with family cooperation (drinking, gambling, wasting money). (4. p 353)

Immaturity of individuals increases chances of conflict. (4. p 357)

Whether or not conflict is destructive depends on the extent to which it involves an attack on the self-worth of the individual. (44. p 275)

Destructive quarreling is ego-involving and personal. It is destructive because it bruises the love object, alienates affection and solves or settles nothing. (14. pp 241, 242)

Conflict is useful when it leads to the definition of problems and difficulties, when it brings realistic understanding of individual differences in values, when it brings appreciations of the emotional involvement of the family members. (44. p 276)

Productive quarreling settles upon the issue or point of difference. It is constructive because it releases tensions, brings about better understanding, lays bare the facts causing the conflict, re-defines the situation upwards and ends in problem solving and better adjustment. (15. pp 241, 242)

Conflict may be resolved in several ways: (28. pp 25-30)
domination or victory by one side
submission voluntarily by one side
compromise
integration or development of a new solution
conversion of one side (may combine submission, compromise and (domination)
accepting differences or "live and let live"

Resistance to resolving conflict may be expressed in several ways:
not accepting the existence of the problem
lack of communication
dealing with symptoms rather than causes
avoiding responsibility
over-intellectualization (44. p 289)

Family dilemmas which result from differing opinions and give rise to family conflict are:
Freedom in family experience versus order and efficiency
Work achievement versus the love-reproduction function
Personal expression of self versus devoted child rearing
Flexible versus rigid child rearing practices
High aspiration level for children versus realistic expectations
Family loyalty versus community loyalty
Extensive associations versus restricted, intensive socializing
Love experience versus love safety (avoiding pain of suffering a broken heart)
Free sex expression versus restraint in support of family values (38. pp 90-95)

Learning Experiences:

Knowledge

Look up and personally interpret definitions of democracy, conflict, resolution or resolving, overt, acute, chronic, progressive, inconsistent.

Prepare a written statement of your interpretation of democratic family living from the standpoint of how people act in a democratic family.
List common reasons for conflict in families.
List common sources of conflict in families.
List common ways of expressing or demonstrating conflict in families.

Read several interpretations of the "Problem-solving method" in texts on management or human relations.

Make a collection of cartoons depicting the family in difficult moments.

Compare personal interpretations or examples of different class members as to the meaning of bickering, quarrelling, disagreeing, fighting, personal habits that cause conflict.

View the film "Control Your Emotions." Discuss the relation of emotional control to family conflict.

Comprehension

Discuss in buzz groups ways your families differ (size, sex composition, ages of members, living conditions, kinds of work, rituals and customs, interests and hobbies, recreation, values, goals, etc.) Have each group summarize the differences and report them.

Record the major activities of your family members for one evening and compare the differences. Did conflict arise in relation to these differences? If so, what were the conflicts and how were they expressed?

Cite laws which have resulted from resolving differences or cite examples of conflicts resolved in your student council.

Complete a form contrasting autocratic and democratic family action or decisions related to the following activities:

Family Activity	Autocratic Action	Democratic Action
Use of family car Buying records Choosing a college Planning a wedding		

How might conflict be expressed in relation to the above in an autocratic family and in a democratic family by the individuals concerned?

Demonstrate the problem solving method as it might be applied to one of the above family activities.

Show how you differ from a brother or sister in the functions you perform at home, at school or at work, in your needs, desires and expressions of emotion. Have these differences led to any conflict you are aware of in your family?

View the film "Marriage Today." What are major differences evidenced by the various couples?

Application

Determine through a round table discussion (or by role playing a family council) ways a family can share authority in enforcement of rules related to the care of personal belonging. Relate it to self-direction and other-directness.

2

Write a skit which contrasts the Victorian concept of suppressing and being ashamed of animosities and wicked feelings with the modern concept of recognizing, discussing and developing understandings of conflict among family members.

Role play a situation which illustrates ways conflict can contribute positively to activities which are creative (planning a program or social event, designing a costume, writing a skit, etc.) Analyze the ways the various conflicts were resolved.

Role play a family group acting as a council and apply the problem solving method to a problem such as one relating to in-laws, wives working, poor grades, whether to buy a new car or remodel the kitchen. Come to a decision and analyze ways the conflicts were resolved.

View the film "Parents Are People Too." Discuss differences and similarities between your needs (especially emotional needs) and those of your parents.

Analysis

(Analysis was used in relation to some of the experiences listed under application because they seemed to apply to those situations.)

Answer a questionnaire which describes the make-up of your family, its activities, interests, customs, etc. (See Colorado guide in attached bibliography.) Summarize the information to pin-point common differences. Discuss reasons for differences within the class group.

Compare the differences among the following dichotomies as to major responsibilities, use of time, sources of enjoyment, major goals:
    mother and father
    brother and sister
    parent and child
How would you relate these to developmental tasks in some stages of the family life cycle.

Write on one of the following:
How might you differ from your mother or father in your perception of:
    a good mother
    an appropriate career for you
    choosing a marriage partner (or a close friend)
    determining time to return from dates

Present a symposium titled, "Why parents act the way they do." Each person may be assigned one of the following: bossy, domineering, aloof, stingy, shows false pride, overprotective, possessive, indifferent.

Explore research studies or statistics which throw some light on kinds, frequency of occurrence, sources or expressions of conflict or crises. Which conflicts or crises seem to be found most frequently in the literature or statistical recordings?

Interview school or marriage counselors, welfare workers or juvenile judges to determine their opinions as to most common areas of conflict in families as they observe them in their work. Compare similarities or differences in your findings.

View the film "Age of Turmoil" and discuss causes of conflict.

Synthesis

Apply the problem solving method to a difference which you have recently experienced with a friend or family. Write a report of the procedure and results. How does writing an analysis of a problem and following a step-by-step procedure aid in its solution?

View some of the following films:

"Date With Your Family"
"Family Life"
"Homer, The Kid Brother"
"You and Your Family"
"Who's Boss"

Discuss instances in these films which may show: Sources of conflict factors which contributed to conflict. Individual differences that contributed to conflict. Ways lack of perception or communication might have contributed to conflict. Examples of various methods of resolving conflict. Resistance to resolving conflict.

Discuss: How can a person adjust to non-democratic groups and still practice democratic procedures individually?" (belonging to an exclusive organization or being a highly trained professional person)?

Write a paper, and document with specific examples in our contemporary culture, on the worth of the individual versus the worth of the group.

Discuss specific examples of ways family members can attain more empathy and thereby reduce conflict by working and playing more together.

Individually complete and analyze the check list on causes of friction (Cosgrove and Josey "About You", cited in the attached bibliography). Write a brief paper on implications these causes of friction may have in your being better prepared for democratic participation in your adult living.

Write a playlet or skit titled, "She Gets on My Nerves." Develop a discussion guide to accompany it.

Discuss the meaning of inter-dependence as evidenced in "Cheaper By The Dozen" or "Belles on Their Toes."

Record instances of conflict in your family during one day and write a brief paper showing the contribution you could personally make toward reducing or resolving conflict. (This might be stated-- Record instances of conflict you have observed recently-----and ways the individuals involved could have reduced or resolved the conflict)

Evaluation

Think back to family interaction of the past week or so and identify actions which evidenced social equality among family members. Write a summary (based on learning of this unit) of the major differences which cause conflict in most contemporary American families. Classify them as to differences and conflicts of:

the beginning family
the family with school children
the family with adolescent children

Pool opinions as to differences in mode of expressing conflict. How do these relate to:

cultural or national background
family background
social class
educational level of parents
other influences

Discuss -- "Are there times when conflict arises that an individual is not capable of making a decision?" "Are there families who have no disagreements? If so, what conditions probably exist?"

Write a paper on one of the following: "What I enjoy about my brothers and sisters (or family)." "What my family contributes to my welfare and what I contribute to my family's welfare."

Write a skit summing up some principles relating to family conflict. They might be titled "Peace At Any Price, " or "I Want My Privacy."

Select a source of personal conflict. Study it over a period of a week or so. Try to resolve it and tell how you accomplished this.

Make up a rating scale for seriousness of family conflict including sources of conflict or ways conflict is expressed and degrees of seriousness or frequency of occurrence.

Summary questions related to the generalization

Generalization II:

Conflict is bound to exist in democratic family living and can make constructive or destructive contributions to individual development.

Questions relating to common ideas about the generalization.

A. What is conflict?
How is it expressed by different people in different circumstances?
What causes conflict?
What conditions favor conflict?

B. What characteristics of democratic family living foster family conflict as contrasted with autocratic family living?

C. What determines or influences the constructiveness or destructiveness of conflict to human personality?

Questions relating to big ideas about the concepts.

A. What are differing patterns of authority in families?
How are different patterns evidenced?
What are examples of conflict that result from different patterns of expressing authority?

B. How does authority shift:
    in societies?
    in cultures?
    in families?
    in individuals (self and other directedness)

C. How have you seen the interpretation of democracy differ in thought and action?

D. Trace the evolution of conflict
    in the use of arms throughout history
    in the maturation of an individual
    in the development of legislation and its interpretation by courts in this nation?

E. Cite some evidences of the constructive use of conflict in history or in an autobiography of an individual.

Relationships of generalization (only one used)

Questions relating to application of the generalization to other situations.

A. How conflict (resulting from differences) can be used either constructively or destructively in varying situations?

Situation:	Constructive Use:	Destructive Use:
Examples: in a job situation among members of a church board among members of a racial group among members of a student council among members of a football team among neighborhood children		

Generalization III:

There is a constant interaction between the community and families.

Desired Outcomes:

Grows in appreciation of what homes and families have to offer society.

Recognizes the facilities and services contributed by the community for the welfare of its citizens.

Read References for Background Information:

When communities were made up of families who knew each other very well, common interests were more easily established. 85 per cent of people in United States live in families. (26, p. 465-472)

Sociologists describe the family today primarily as a social system, a system of interacting personalities. Characteristics of our modern family are: mobile, patrilineal, small social group, economic unit, increasingly democratic, small in number, etc. (30, 79-104).

Families are important to society because we recognize them as being essential to our way of life. (61, 1-3).

There are three basic kinds of communities: political, regional, neighborhood. (62, p. 363-364)

Families have these functions: education, social, religious, affection, economic, personality development, and recognized place of members. (61, p. 20-21) 41, p. 1-8) (62 p. 12-14)

What you think and what you do affect many other people as well as yourself. (40, p. 152-161)

Communities are what we make them and what families want them to be. (52 p. 403-411). Families contribute to: schools, recreational programs, organizations, beautification, better services, etc. (4, p. 473. ch. 22).

Desirable members of a community:

1. Obey laws and regulations
2. Take care of public property
3. Are interested in communities projects
4. Contribute services to the community
5. Care for home premises
6. Appreciate education
7. Appreciate recreation facilities
8. Are intelligent about laws, elections and public projects

What makes family living good? (12, p. 484-485)

1. It provides a stable base for the development of its members.
2. It transmits the cultural heritage to oncoming generations.
3. It cultivates the deeper, more intimate aspects of living.
4. It interprets life's experiences to its members.
5. It assures the physical and mental health of its members.
6. It encourages the expression of human personality.
7. It serves as a "choosing agency" among many ways of life.
8. It encourages the wholesome expression of love impulses.
9. It protects the human reproductive function.
10. It is a haven- a place where "if you have to go, they have to take you in."
11. It offers a place where individuals may make mistakes within an atmosphere of protection.

12. It practices interdependence rather than competition.
13. It stands for the enjoyment and the fulfillment of life.
14. It lives for something more than the moment, and for causes beyond itself.

What families must do to develop successfully. (12, p. 481)

1. Allocation of authority and responsibility
2. Allocation of functional roles
3. Socialization of children
4. Allocation of economic resources
5. Allocation of lines of solidarity among family members and integration of the group as a whole
6. Articulation with other important social structures in society

These are dynamics of family interactions.

The community needs to provide outlets for wholesome activities for its citizens. Responsibilities of the community are:

1.	Newspaper, radio, television	(61, p. 21-26)
2.	Religious groups	(52, p. 406-411)
3.	Education for all	(37, p. 486-531)
4.	Public Health	(12, p. 476-513)
5.	Life and property protection	
6.	Economic security	
7.	Child protection agencies	
8.	Sanitation	
9.	Utilities	
10.	Recreation	
11.	Cultural opportunities	

Learning Experiences:

Knowledge

Look up definitions of community, democracy, society, interactions, patrilineal, economic, family, neighborhood.

Read references on family-community interaction: (4, chapters 21, 22) (13, chapter 19 and 21)(15, chapter 20)(22, chapters 3,7) (37, Unit 10)(30, chapter 4)(32, chapters 19, 20)(61, chapters 1,2,3)(62, chapters 15,16)(71, chapter 26).

Read to class article: "Family Life in America."

Comprehension

Discuss the origin and purpose of the community chest or red-feather agency.

List community activities in which each of your family members participate.

Buzz groups discuss, "What democracy means to me."

List things you may do in a community that cannot be done in a neighborhood.

Compare services of a big city to those of a small town.

Have a representative of the city or state health department give a talk on the "Health and Sanitary Laws of the community and state."

Application

What services does your school-community have in common with your community or home?

If your town or community has a civic hall, tell how it originated and is maintained. List the activities carried on there for children, teen-age boys and girls and adults.

If your town or community has a park, swimming pool or library, do the same as above.

Discuss the value of student government in high schools. Do you have such a system in your schools? Tell how it is organized and how it operates.

Think of your church groups as a small community, what values do you receive?

Film: "Pioneer Homes." Compare today's community with that of olden days.

Describe the value of your community newspaper(s) to the citizens.

Analysis

Study your community and prepare a report on the services rendered to the people of the community at public expense. Where does the money come from which pays for these services? Why should we look upon the paying of taxes as a civic responsibility and a privilege rather than look for ways to evade it.

Film: "Are You A Good Citizen." Point out and list good points of film. Compare yourself.

Roleplay: A parent who does not want to pay for extra taxes for the new swimming pool in your community.

Synthesis

Ask member of the city council to talk to your group on the values of the new swimming pool project. New park? Sewer system? Zoning laws?

Write a paper describing a good citizen of your community.

Evaluation

Make an inventory of your community of the provisions it makes for its members--protection, conveniences, education, recreation, spiritual inspiration and guidance. Decide what further provisions would be made to improve your community.

Summary Questions

1. Why do you think your community is important to you?
2. Which costs your community more, the recreation it provides or the care and punishment of its lawbreakers?
3. What does the family contribute to the community and in turn what does the community contribute to the family?

4. How can we apply the generalization to people living in adequate housing in our communities, or to minority groups who are discriminated with in connection with employment?

Evaluation Inventory:

HOW WOULD YOU RATE YOUR COMMUNITY?

Each one rate your community as it looks to you. Then, as a class, discuss the statements and see how well you agree.

	Never	Sometimes	Usually	Always
1. In my community, all nationalities and races have equal rights.				
2. Recreational activities are provided equally for all groups.				
3. Children of all nationalities and races are treated with equal fairness in the school system.				
4. The police enforce the law without considering wealth, nationality, or race.				
5. Good housing is available to all.				
6. I would recommend my community for the South American family.				
7. In employing people, our industries treat all nationalities and races with equal fairness.				
8. Our newspaper is fair to all nationalities and races.				

Judson Landis, Building Your Life. P. 160.

ELEVEN AND TWELVE GRADES

Unit I - LOOKING INTO THE FUTURE

Desirable Outcomes:

1. Takes a serious look at future goals
2. Sees the relationship of one's values to goals
3. Distinguishes between short term and long term goals and understands that short term goals may relate to the attainment of long term goals
4. Realizes that education is part of preparation for marriage as well as a vocation and life adjustment
5. Understands the various stages of the family life cycle and the way in which one's goals may change as he matures
6. Wants to be a successful person
7. Realizes that success means many things
8. Begins to clarify values and goals for self
9. Understands how functions in our society have changed
10. Realizes that roles of man and woman are not as sharply differentiated today as in the past
11. Understands some of the present day confusion about roles of men and women
12. Begins to clarify own role expectations

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41. How To Say No. 11 Min. $2.25. (BYU, U. of U, WU)

42. "You and Your Attitudes." Indiana University, $2.00 - 12 min.

43. "Measure of a Man." Association Films, 27½ Min. Free Rental

44. "Worth Waiting For." University of Nevada

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Generalization I:

Goals are satisfying to an individual when values are used consciously as criteria for their selection.

Desired Outcomes:

1. Takes a serious look at future goals.
2. Sees the relationship of one's values to goals.
3. Distinguishes between short term and long term goals and understands that short term goals may relate to the attainment of long term goals.
4. Realizes that education is part of preparation for marriage as well as a vocation and life adjustment.
5. Understands the various stages of the family life cycle and the way in which one's goals may change as he matures.

Background Information:

A goal is an end which a person defines (in varying degrees of consciousness and verbalization) and toward which he directs mental and physical effort for attaining it. (39, pp. 5-6) (13, p. 260)(36, pp. 4-15)(11, pp. 9-11)(17, p.9)

Goals are of two types: (37, pp.2-5)(10, chapter 1)(16, pp. 41-60)
End goals (ultimate or intrinsic)
Mean goals (instrumental)

Goals may be long term or short term. Mean goals are frequently short term goals. (same references as above)

Goals motivate actions and expressions of great variety. (7) (10, chapter 1)(16, pp. 83-98)

Characteristics of goals: (20, pp. 325, 332, 334)(12, pp. 53-55) (39, p. 5-6)(17, p.20)(18, p. 13)
Goal attainment demands management.
Goals grow out of philosophy, desires, past environment, attitudes about values.
Goals change with time, family life cycle, crises, appraisal, events, personal relationships, abilities, success or failure.
Goals may be personal or group goals and there is interaction of both.
Goals have to be in harmony with one's values to have a change of attainment.

Goals may be stated in terms of values or activities.
Motives sometimes are in opposition and need to be resolved. (38, p. 9)(20, p. 333)
Analysis may help resolve conflicts in a hierarchy of values as they influence selection of goals. (29, p. 293)(7)(38, p. 15)(25, chapter 8)(26, chapter 2)

Learning Experiences:

Knowledge

Look up definitions of goals, values, philosophy, attitudes, desires, motives, hierarchy, management, intrinsic. (29, pp. 4-8)(11, pp.269-292)(10, chapter 1)(16, 3-19)(34, pp. 26-31)(19, chapter 13)

Comprehension

Buzz groups take one of the above terms, pool personal interpretation of the assigned term and develop a meaningful definition related to family living.

Make a chart of your goals as they might fit into the following arrangement:

Time of expected attainment	Educational	Job or Econ	Home and Family	Material or Ownership	Soc. or Comm.	Religion or Welfare
Within 1 year or less						
Within 1-5 years						
Within 15 years						
Within 25 years						

How do you think your goals differ from those of your parents--when they were your age--now? To what do you attribute these differences? (change of time, events, circumstances, values, family life cycle, etc.)

Rank three of your goals in order of importance; develop a personal hierarchy of values and relate the two.

Application

Write a brief paper on one of the following topics:
My most satisfying achievement. (The personal value or values to which it related) (Show any specific evidences of consciousness of values in the choice of goal and in the way values may have influenced efforts toward the goal.)
The inter-relationship of goals on the chart.

Analysis

Investigate the scientific (rational - problem solving)(techniques of determining and achieving goals.) 16, pp. 13-15)(34, pp. 21,30)

Debate the practicality of applying this method to personal and family goal selection.

Have a panel discuss factors in our society today which are influencing our values and in turn contributing to satisfactions received from attainment of goals. (29, p. 375-214)

Survey adults as to their career selections.

Try to determine:
When they decided on their career?
What influenced their choice of career?
Whether they changed their decision - if so, why?
What they find most satisfying about their career? Why?

Synthesis

Write on the topic: My goals--who and what influenced their determination.

Discuss-- How might a wife set the stage for family decisions as to goals?
How could I, as a parent, help my children develop a sense of values?

Evaluation

Cite an example of an acquaintance who has drastically altered a goal or one who is not making good progress toward a goal. Describe the circumstances in the form of a case study.

Try to pin point reasons. Do they relate to lack of satisfaction, lack of relationship to personal values, the fact that the goals have been imposed or largely influenced by other people? Etc.

Summary of Experiences

1. What are the common ideas in the information that we have dealt with in these past number of days?
   a. Everyone has some measure of values
   b. Different goals for different families or individuals

2. What are big ideas about life goals, values, and the criteria for their selection?

3. How do values and goals relate to one another?

4. How can you apply this generalization to other situations?

Generalization II:

People find success by taking advantage of opportunity, refusing to admit defeat, overcoming handicaps, broadening contacts, and exerting drive and enthusiasm.

Desired Outcomes:
1. Wants to be a successful person.
2. Realizes that success means many things.
3. Begins to clarify values and goals for self.

Background Information:

1. People with goals succeed because they know where they are going. (24, chapter 3)(13, pp.3-20)(48)
2. A man's life is what he makes it.
3. A man is what he thinks about. (24, chapter 3)(48)
4. People become what they think about. If one thinks negatively, the results will usually be negative, hence it is better to think positively. (23, pp. 205-209)(48)
5. Man must love what he is doing in order to have complete success. (29, p. 290)(23 pp. 205-209)(32, p. 41)(48)
6. The secret to success is the progressive realization of a worthy ideal. (32, pp. 30-40)(29, 404-409)(48)

Learning Experiences:

Knowledge

Read "Career as a Lifetime Choice" (8, chapter 13)
"Education and Career" (29, p. 336)
Define following: goal, career, opportunity, defeat, handicap, drive. (29, p. 336)(11 p. 269-292)(24, chapter 3)(10, chapter 1)

Comprehension

Have a panel of participating class members with professional and non-professional persons chosen by the students from surrounding community. Topic: The Importance of a Career Choice. (32, pp. 30-41)(23, pp. 205-209)(34, pp. 5-13)(24, chapter 3)(29, p. 336)(11, p. 269-292)

Application

Write a page or more on "My Goals in Life." (35, pp. 6-13)(10, chapter 1)

Analysis

Name people in public life who they consider successful. Why? What things hinder success? What are the dangers of success? (29, pp. 285, 290, 408, 409)(44)(10, chapter 1)(34, pp. 5-13)

Synthesis

Write down a goal you would like to achieve. The goals are distributed so that each student has another student's goal. Student explains how to reach the goal in logical steps. (24, chapter 3)(16, pp. 11-15)

Evaluation

Discuss: "Drive and enthusiasm are not important in obtaining success." (29, pp. 293-304)(29, 408-409)

Summary of Experiences

1. What are the common ideas in the information that we have dealt with in these past number of days?
   a. Everyone can achieve success
   b. Motivation produces the opportunity

2. What are the big ideas about success, and what is the criteria for measuring success?

3. How does success relate to opportunity, handicap, drive and enthusiasm?

4. How can you apply this generalization to other situations?

Generalization III:

Certain roles of men and women in our society are not as sharply differentiated today as they were in the past.

Desired Outcomes:

1. Understands how functions in our society have changed
2. Realizes that rules of men and women are not as sharply differentiated today as in the past
3. Understands some of the present-day confusion about roles of men and women
4. Begins to clarify own role expectations

Read References for Background Information:

There is a great contrast between the **traditional family** of the past and the companionship family of today. In the traditional family, the woman's role was to keep house, bear the children, bake the bread and serve the husband. The traditional family was the center of religious, social, recreational and economic life.

In the companionship family the wife's role is that of equality with husband in decision-making, in pursuing a profession, in functioning as a citizen and as a creative individual. Today the primary functions of a family are giving affection and sharing companionship. (30, chapter 1)(8, chapter 3)

Some years ago, women looked forward to one role--marriage and family.
Today women may play a variety of roles:
--Marriage and children
--Marriage without children
--Marriage, career and children
--Marriage and career
--Career
(Force, Chapter 8) Chart: The Modern Girl's Dilemma

Some years ago, a young man finished his education, went to work, saved money and then married. Today a young man may choose several paths:
--Get a job and then marry
--Marry while in school and share earning responsibilities with his wife
--Marry, work and continue his education
--Postpone marriage until he completes his education
Chart: A Young Man's Dilemma

Many women today are confused and frustrated because they have not been able to define their own roles. (22, Chapter 3)

There is some concern today that women may be becoming the dominant sex.

The work-life expectancy of women is as follows: Single women will work approximately 40 years of their lives; married and childless women, 31 years; married women with children, 27 years.

From Technical and Semi-Professional Jobs For Women, Progress Report, 1962, Sacramento, California State Department of Education.

More than one-third (37%) of all women of working age are in the labor forces. The average (medium) age of women workers is just over 40 years; almost two-fifths are 45 or older. One-half of all women workers are married women who are living with their husbands. Five million women workers have children between the ages of 6 and 17 years only. Almost 3 million workers have young children under 6 years of age. The family head is a women in 4½ million families (1 family in 10). Half of the women family heads are in the labor force.

From What's New About Women Workers? U. S. Department of Labor, Leaflet 16, Revised 1961.

Learning Experiences:

Knowledge

See film Our Changing Family Life. 20 minutes. $3.25 rental from University of Nevada or University of Utah. Compare the functions of the traditional family with that of the companionship family. Compare the roles of men and women in early American life with the roles of men and women today.

Read references on the changing patterns of family life in our society and the forces affecting the family. Discuss ways in which each of the following factors in our society is affecting Family Life and the roles of men and women:

--Mobility
--Technological Advances
--Increase in Longevity
--Increased Urbanization
--Increase in Leisure
--Rise of Educational Levels

See the film Have I Told You Lately That I Love You, University of Southern California, Department of Cinema, University Park, Los Angeles 7, California. $4.00

Discuss how technology has affected the modern family.

Compare the role of single women in our society today with the role of single women in early American life. (See "The Modern Girl's Dilemma" in Force, Your Family, Today and Tomorrow," p. 131.)

Read one or more references about confusion resulting from changing roles. As you read, quote one or more ideas from each reading. In class read and discuss opinions from quotations.

See film: Who's Boss--a film showing marital adjustment problems resulting from husband-wife confusion over roles.

Comprehension

Observe families you know. Describe how each of the following has affected family life and/or roles of men and women in those families.

Food Technology (Frozen Foods, Partially Prepared Foods, etc.)
Machines (appliances in the home and at work)
Television
Mobility (two cars in every garage)
More leisure
Higher standard of living

Today Dad sometimes cooks supper and mother may help him to supplement the family income. Their roles are no longer specially defined. In other words, men and women don't have to conform to rigid patterns of "masculinity" and "femininity." Discuss how this change has affected family life.

Application

Take a role expectation test. Analyze your own test. What does it show regarding your role expectation.

In one column, list the satisfactions a wife-mother might have in her role. In another column, list additional satisfactions a wife, mother, worker might receive. Discuss the importance of useful work to the feeling of "fulfillment" which a woman might receive.

Analysis

Interview several working wives and mothers. Find out why they work and how they feel about working. Report to class.

Interview several husbands of working wives and mothers. Find out their attitudes about their wives' working.

React to this quotation. Is being a good mother and homemaker a sufficient role?

> "We housewives are beset by a feeling of guilt if we simply stay home and mind the hearth. To bring up a family, keep house, assist the schools, become Gray Ladies in hospitals; to cosset a husband, take our children to the orthodontists, embellish a garden, entertain our friends--all is insufficient. We somehow must express our personalities and our accomplishments on the outside world."

> "We who belong to the profession of housewife hold the fate of the world in our hands. It is our influence that will determine the culture of coming generations. We are the

the people who chiefly listen to the music, buy the books, attend the theatre, prowl the art galleries, collect for the charities, brood over the schools, converse with the children. Our minds need to be rich and flexible for these duties."

College Education for the Housewife.

Reader's Digest, January 1963, p. 127
Phyllis McGinley, "College Education for the Housewife--A Waste"

Write on the topic: "Is a college education for a housewife a waste?"

Synthesis

Discuss: What factors make it possible for a woman to carry the triple load of wife, mother and worker.

Describe ways in which a full-time homemaker could make a financial contribution to the family other than through a paycheck.

Discuss the following statement:

"At the conference commemorating the fortieth anniversary of the Women's Bureau, the young women workers were referred to as 'until' workers. Their occupational outlook is limited by time clocks. Vocational planning appears to be of little importance because a girl thinks she will work 'until' she is married, 'until' she has a baby or 'until' she has helped pay for some specific item. Actually, she may work 'until' she reaches the age for retirement."

From Technical and Semi-Professional Jobs for Women. Sacramento, California, State Department of Education, 1962

Evaluation

Comment on 3 of the following statements:

"Today's breadwinner must be part-time nursemaid, kitchen helper, handyman and mechanic. Some of it may sound like fun, but most of it is just that much more hard work at the end of a hard day."

Attwood, William George B. Leonard, Jr. and J. Robert Moskin, The Decline of the American Male. New York: Random House, 1958, p. 58.

"The American father either deserts his boy, because he is so busy making a living, or confuses him because he does the same household chores as the boy's mother. A boy growing up today has little chance to observe his father in strictly masculine pursuits."

Ibid, p. 14

There is some concern today that women may be becoming the dominant sex.

"For years authorities have urged women to convert the father into a male version of the mother. Now they feel they have pushed him too far, that they have de-masculanized him."

Moskin, The Decline of the American Male. p. 3-25

"What I dislike about wives who don't work is that they get stagnant if they aren't careful."

"You don't know how lucky you are to be able to stay home and play with the baby all day."

Rostow, Edna, "Feminism and Femininity." The Yale Review. 51:3 (March 1962) p. 394

Is it realistic either from the point of view of the national economy or the financial situation of many families to suggest that women should "return to the home."

"A woman may well be better in relation to many kinds of work if she takes professional training at 30, 35 or 40, at the natural starting point for serious professional study in the rhythm pattern of the modern woman's life."

Edna Rostow, op. set. p. 398

Does a woman waste a college education if she marries and is a full-time homemaker? "Have we over-domesticated men, denied their natural adventurousness, tied them down to machines that are after all only glorified spindles and looms, mortars and pestals and digging sticks, all of which were once woman's work."

Mead, Margaret. Male and Female. New York: New American Library, 1955. p. 13.

Summary Questions

1. What are the common ideas in the material we have dealt with these past ______ days?
2. What are the big ideas about values, goals and roles of men and women in society that we have gained?
3. What relationships do these concepts have to one another?
4. How can we apply this generalization to other situations?

Unit II - Understanding Yourself and What You Bring to Marriage

Desired Outcomes:

1. Gains in self-understanding
2. Understands how one's personality develops in the family
3. Appreciates the roles which heredity and environment play in the development of the personality
4. Desires to make the most of his potentials
5. Realizes that one's position in the family is a part of his environment and may affect his personality
6. Understands how one's cultural background including social class helps to make him the kind of person he is
7. Understands basic needs of all individuals
8. Recognizes that when one fails to meet his needs, he may use a variety of defense mechanisms
9. Increasingly uses more constructive methods of meeting his needs
10. Understands what it means to be mature--physically, emotionally, socially, intellectually and spiritually
11. Is able to evaluate own progress toward maturity
12. Becomes increasingly able to solve problems using problem-solving approach
13. Begins to clarify his own values and goals and develop a philosophy of life
14. Clarifies some of the functions of homes and families
15. Understands what makes a good home
16. Realizes that the atmosphere of a home is a shared responsibility and that each person plays a part
17. Realizes that parents act in the light of their own experiences
18. Understands that when teenagers act in responsible ways, parents are more likely to treat them as grown up
19. Understands developmental tasks of parents in their stage of the life cycle and why conflicts between parents and teenagers sometimes occur
20. Realizes that adolescents often rebel against family requirements or prohibitions as a means of breaking away from apron strings
21. Understands that sometimes parents are unwilling to let a child grow up and that teens need to understand the difficulty parents sometimes have in untying apron strings

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Films

Emotional Maturity. 21 minutes. $3.25 rental from BYU or University of Utah.
Feeling Left Out. 13 minutes. $3.25 rental from BYU or University of Utah.
Four Families.
  Part I. 30 minutes. $4.25 rental from University of Nevada, India and France.
  Part II. 31 minutes $4.25 rental from University of Nevada, Japan and India.
How Much Affection. 20 minutes. $3.25 rental from BYU or University of Utah.
How To Say No. 11 minutes. $2.25 rental from BYU or University of Utah.
Meaning of Adolescence. 16 minutes. $3.25 rental from BYU or University of Utah.
Mr. Finley's Feelings. 10 minutes. Free rental from Nevada State Division of Health, Carson City, Nevada or order from University of Nevada. $2.25 rental.
Physical Aspects of Puberty. 19 minutes. $3.25 rental from BYU or University of Utah.
Preface to a Life. 29 minutes. Free rental from Nevada State Division of Health, Carson City, Nevada.
Roots of Happiness. 25 minutes. $4.25 rental from University of Nevada.

Should You Drink? 22 minutes. $3.25 rental from Nevada University or University of Utah.

Shy Guy. 20 minutes. Free rental from Nevada State Division of Health, Carson City, Nevada

Record

Problems of Modern Dating. Available on free loan from Nevada State Division of Vocational Education, Carson City, Nevada.

Plays

The Ins and Outs. Available on free loan from same address as above.
Ticket to Tomorrow.
High Pressure Areas.
Mother and Dad Are People, Too. (A skit)

Generalization I:

Understanding one's self helps a person to understand and accept others and understanding others helps one to better understand himself.

Desired Outcomes:

1. Gains in self-understanding
2. Understands how one's personality develops in the family

Read References for Background Information:

Your personality is everything that makes you an individual, different in certain ways from anyone else. (9, pp. 9-14)(13, p. 24)(22, pp.5-8)

Personality includes all of these: Your body, the way your body looks, the way your body functions, and the way your body grows. It also includes your intelligence, your emotions, and the habits and attitudes that make you act as you do. (5, pp. 4-9)(34, p. 6)(10, chapter 5)

Your personality is you--the result of all your experiences. It includes the people you know, the things you do, the courses you take in school and the way you handle your problems. (9, p. 14)

Your personality can grow and develop if you are willing to let it do so. (22, pp. 9-12)

Understanding yourself includes knowing why you act the way you do. (9, pp. 9-14)(13, pp. 25-31)

Learning Experiences:

Knowledge

Read and give reports on what different authors say about personality from selected references.

Comprehension

Be roving reporters and ask such questions as, "What is personality?" and "Can people change?" Read the responses in class and evaluate in terms of what you have read.

Application

Make a personality sketch of yourself using the outline in Teenagers by Jenkins, et. al. on pages 26-27.

Analysis

Explore Brickson's theory of a normal healthy personality and the eight steps in the development of a healthy personality.

See Hawkes and Pease, Behavior and Development from 5-12, chap. 5. Analyze your personality according to these eight steps. Try to determine what factors have most influenced your personality-least influenced your personality. What factors do you think have caused your personality to change in the last 2 years?

Synthesis

Study some acquaintance who you think really seems to be himself. Decide what personality traits he has that have caused him to accept himself as he is.

Evaluation

Think back over your own life from childhood to the present. What evidence can you offer to support the idea that personality is not fixed once and for all, but that it grows and develops?

Evaluate the following quotations in terms of what you have learned in this unit:

"... to thine own self be true
And it must follow, as the night the day,
Thou canst not then be false to any man." Shakespeare.

From classic or modern fiction, choose a character you are particularly interested in and work out a personality sketch of the person. Describe the individual's personality and try to indicate some of the factors you think have influenced his or her development.

Generalization II:

Heredity determines the potential of an individual; the growing person realizes his potential through the richness or poverty of opportunities which his environment provides.

Desired Outcomes:

1. Appreciates the roles which heredity and environment play in the development of the personality

2. Desires to make the most of his potentials
3. Realizes that one's position in the family is a part of his environment and may affect his personality
4. Understands how one's cultural background including social class helps to make him the kind of person he is

Read References for Background Information:

We get our physical features through biological inheritance, and our habits of behavior such as teamwork from the social environment of the family. (32, pp. 38-40)(3, pp. 49-56)(34, pp. 6-16)

The way in which genes combine, as well as the genes themselves, affect the characteristics of the individual. (34, pp. 7-8) (13, pp. 38-42)(32, pp. 33-8)

There are, as a result of the infinite variety of gene combinations, wide and interesting differences among people. (9, pp. 14-16) (3, pp. 50-53)

We are a combination of our inheritance and our environment. (22, pp. 3-8)(34, p. 16)

The personality grows through family living.

(1) One's position in one's family is a part of his environment and influences his life. (4, pp. 29-41)

(2) The youngest child always has someone in the family who does better than he does. The oldest child usually has more expected of him. First children are often jealous of the new baby, hostile toward their parents and feel a rivalry toward younger children in the family. (32, pp. 50-54 and 58-71)

One's cultural background affects his personality. (34, pp. 16-18) (10 chap. 1)(22, pp. 5-8)

(1) Cultures vary from country to country, from North to South and from East to West in our own United States and from state to state and from family to family.

(2) Every culture has distinctive characteristics in its own family life.

(3) You bring to marriage the particular habits and sets of customs of your home town folk.

(4) The family passes on its cultural heritage from generation to generation.

Your home, neighborhood, and social class influence your personality. (4, pp. 41-49)(5, pp. 5-7)(9, pp. 17-21)

Learning Experiences:

Knowledge

Read from selected references information on heredity and environment, how the personality grows through family living, and how cultural background affects personality.

Selected class members read and report on Chapter I, "The Cultural World of the Child," in Hawkes and Pease, Behavior and Development From 5-12.

Selected class members read and report on the following chapters from Marriage and the Family in the Modern World by Ruth Schonle Cavan:

Chapter 20, Section 71 - "The New Baby."
Chapter 20, Section 72 - "How Much Like You Will He Be?"

Read reference on social class. (37) Discuss the following:

1. How is one's social class determined?
2. What effect does one's social class have on one's life?
3. What factors can help a person rise in social class if he has a desire to do so?
4. What is meant by social mobility?

Invite class members of different racial or ethnic groups to discuss some family practices typical of their cultures or see films such as "Four Families," followed by discussion of the effect of culture on the personality of the child.

Comprehension

With the help of several good references such as Scheinfeld's, The Human Heredity Handbook, chart the characteristics that are (1) almost entirely due to heredity, such as eye color; (2) largely the result of learning, such as swimming; and (3) a mixture of both heredity and learning. Which is your longer list? What ideas does this give you about building your own potentialities? Which of your weaknesses must you accept? Which ones can you improve? What attitudes toward your strengths and weaknesses will be most helpful to your development as a person?

See chart on page 35 of Teenagers by Jenkins, et. al. How might these things affect personality development?

See film: "Sibling Rivalries and Parents." Discuss rivalries and how they can be handled by parents.

Compile a list of differences in the way that middle class, lower class, and upper class families raise their children.

Application

Conduct a poll of those who are youngest in their families. Ask each one to discuss the position of the youngest child in the family as he sees it. Compare agreements and disagreements. (Do not try to get a consensus.)

Think of and list what people like you to do--How can these be a reflection of lower class, middle class, or upper class values?

Analysis

Read about family life in other countries and discuss how the culture affects family life. Possible references are: Mace and Mace, Marriage: East and West. Stuart and Queen, The Family in Various Cultures.

Synthesis

Write on the topic: "A Personality Sketch of Myself." (What factors have contributed to what I am.)

"We must accept some things we are born with and cannot change."
"we need to know the kind of person we are."
"No two persons are ever exactly alike."
"Things that are influenced by my heredity and environment that
I would like to change are."

Evaluation

Show film, "Preface to a Life." Discuss in terms of what we have learned in this unit what the film is trying to show.

Generalization III:

When basic emotional and social needs are being met, an individual is more free to develop his potential and is better able to face, appreciate and adjust to new experiences and new situations.

Desired Outcomes:

1. Understand basic needs of all individuals.
2. Recognizes that when one fails to meet his needs, he may use a variety of defense mechanisms.
3. Increasingly uses more constructive methods of meeting his needs.

Read References for Background Information:

There are basic needs that motivate all behavior. Some of these are love, security, recognition, and new experiences. (32, pp. 40-49) (34, chap. 4)(5, pp. 12-16)

When people are deprived of meeting their basic needs, they react by means of defense mechanisms. (5, pp. 17-18)(9, pp. 31-39)(4, pp. 64-67) (34, pp. 139-165)

Desirable ways of meeting needs are those which help us and others become stronger than we are. (5, pp. 20-22)(4, pp. 57-63, 68-69) (34, pp. 139-165)

Each individual needs the satisfaction of knowing that in at least one activity or part of his life, he is successful. (16, pp. 15-17) (32, pp. 152-3)

We all need companionship of others and a feeling of being liked and valued by others. (16, pp. 17-19)

We all need new experiences if we are to keep "growing." (16, pp. 19-20)

Learning Experiences:

Knowledge

Read selected references to help you understand your basic needs.

Comprehension

Discuss: How can personality needs be met in the family? By help of friends?

See film, "Feeling Left Out." or
Present play, "The Ins and the Outs."
Discuss: What can you do to help yourself if you feel "left out?"
"What can you do to help others."

Application

Give examples of ways in which individuals work to meet their needs of belongingness or companionship, recognition, love, or security.

Analysis

Find and study advertisements in magazines. Find as many as you can which appeal to basic wants. Bring to class and discuss.

Synthesis

Think of how people might treat you to help you satisfy your basic needs. From this, make a list of rules for your treatment of others.

Think of ways you can make the lives of your parents happier by paying attention to their basic needs.

Evaluation

Analyze the situations given in Sorenson and Malm, Psychology for Living, chapter 4, pp. 108-109.

Generalization IV:

Growth is an uneven process varying from person to person and within the same person.

Desired Outcomes:

1. Understands what it means to be mature--physically, emotionally, socially, intellectually and spiritually.
2. Is able to evaluate own progress toward maturity.
3. Becomes increasingly able to solve problems using the problem-solving approach.

4. Begins to clarify his own values and goals and develop a philosophy of life.

Read for Background Information about Physical Maturity:

"Studies show that maturity takes place over a good many years and that there are many signs and factors that must be considered before even an expert can say how physically mature a person is." (4, p. 8)

"There are great differences in the rates at which people mature physically." (4, p. 8)

"Your own physical maturity comes along at its own pace as determined by your heredity and your start in life." (4, p. 9)

"Growth is an individual matter. No person follows an exact pattern. All vary somewhat from the average in body, size and proportion." (34, p. 287)

The pituitary, the thyroid, and the endocrine glands become more active during adolescence and these stimulate growth. (34, p. 289)

In trying to tell what the adult height of a child will be, in most cases, a child will have as an adult the same **relative** height he had as a child. (34, p. 290)

"During the high school years the body is developing rapidly and is not benefited by fatiguing work and over-strenuous sports. Physical prime is reached several years after high school graduation. During high school years there should be plenty of rest, good food, and moderate exercise." (34, p. 296)

Learning Experiences About Physical Maturity:

Knowledge

Read references about physical maturity: (4, chapters 1 and 4) (13, pp. 130-136)(32, chapter 5)(34, chapters 13 and 14). See film, Physical Aspects of Puberty.

Comprehension

See chart in Sorenson and Malm, p. 284, to understand changes in body proportion from birth to age 25.
Discuss characteristics of the adolescent growing period.
Discuss activity of endocrine glands during adolescence:
- the pituitary gland
- the thyroid gland
- the endocrine gland

Application

Discuss these questions: Is it true that.....
1. One should try to keep his weight at the average for his height and age?
2. One can be normal in health but underweight?

3. There is less fatal illness during adolescence than at any other time?
4. Girls begin the adolescent spurt in growth before boys do?
5. There is a time in adolescence when growth is faster than during any other previous period?
6. Exercise that leaves you physically exhausted is good for you?
7. Outstanding college athletes live longer than other men?
8. People who grow fast during adolescence are likely to be tired all of the time?
9. It is possible to predict from adolescent height and rate of growth approximately what adult height will be?

Analysis

Describe the effects on boys and girls of the period during adolescence when girls are bigger and more mature than boys.

What are some of the common problems of adolescence resulting from a growth spurt?

Synthesis

Write a description of your own physical growth during adolescence. Did you mature early or late? Have you reached full maturity? What problems did you encounter in your growth spurt? What feelings did you have about yourself?

Evaluation

Give sensible advice to these people:

1. Mary, thirteen: "I'm taller than most of the boys in my class. It bothers me."

2. John (nineteen) who has apparently reached full height: "I hate being called "Shortie" all my life--I wish I could be tall."

3. Sally (fifteen), an early maturer: "I prefer to go with boys two or three years older than I am. Boys my age seem so much younger. How do you account for that."

Read for Background Information about Emotional Maturity:

Becoming emotionally mature is an ideal state which may never be completely achieved. An emotionally mature person has many of these characteristics:

Can wait, restrain immediate impulses, postpone immediate satisfactions in the interest of greater future good.

Can express emotions in constructive ways (anger, grief).

Can "carry heavy emotional burdens without cracking up."

Can take responsibility for his behavior and its consequences.

Can look at himself objectively.

Is adjustable (can accept change).

Can face his problem squarely.

Has achieved some emotional independence of parents and other adults.

Has confidence in himself.

Has a firm sense of reality.

Can accept authority (4, pp. 12-14).

"Because we are all brought up in such different emotional climates, we differ greatly in our emotional maturity. Even some grandfathers emotionally are still infants. Some very "smart" people are silly and childish in their behavior." (4, p. 14)

"Emotional maturity helps one make and keep friends, and to be an attractive, charming personality. It contributes more than anything else to happiness in marriage. It is essential to our social well-being. Most of our social problems are caused by emotionally ill and infantile persons. As more and more of us develop emotionally mature personalities, our communities, our country, and our world will greatly benefit." (4, p. 15)

Learning Experiences about Emotional Maturity:

Read references about emotional maturity: (3, chapter 2) (4, chapter 1) (4, chapter 1)(22, chapters 7 and 8)(32, chapter 6, section 2)(34, chapters 5,6,7,8,9,10,11)(9, pp. 39-40)(26, pp. 132-133)(2, chapters 4, 5,6)(21)(6).

Comprehension

Buzz groups pool personal interpretations of "emotional maturity." Report to class and list characteristics of an emotionally mature person.

See film Emotional Maturity. In what way did Dave fail to show emotional maturity? How might he have channelled his anger in a more desirable way?

See film Mr. Finley's Feelings. What caused Mr. Finley's feelings. How did he project his feelings? Why would a big insurance company spend the money to make this type of film?

See film Act Your Age. Discuss examples of emotional immaturity.

Application

Role play a situation such as "Rain has suddenly interrupted a picnic." Choose roles for an impromptu skit, portraying the way various persons of different levels of emotional maturity might act.

During a period of 24 hours watch for examples of emotional maturity or immaturity among friends or relatives or yourself. Record.

Analysis

Discuss ways in which we can detect emotional behavior in others such as fear, anger, joy or sorrow. What physical reactions (unobservable) may be going on in an angry person?

Describe how a lie detector works.

Describe ways in which anger can be bad for us? Good for us?

Synthesis

Have a panel discussion on the topic "To What Extent Should Emotions Be Controlled?"

Give examples of mature ways of handling fear and anger.

Evaluation

Evaluate your own progress toward emotional maturity in this way:

I am emotionally mature in these ways:	I am emotionally immature in these ways:

Read References for Background Information on Social Maturity:

One's social maturity is measured by one's ability to get along with others. (4, pp. 15-21)

We grow in social maturity through a series of steps. (4, pp. 13-22)

Socially mature people accept others for what they are; avoid labelling others; are independent of parents; take responsibility for themselves; meet strangers easily; can make friends of both sexes; can work with others democratically; can accept and adjust to the rules and laws of the group; and can make a constructive contribution to the world about them. (13, pp. 65-83)

Being friendly helps to win friends. (32, p. 140)

Good manners are a form of consideration for others. (16, pp. 45-55)

Helping others to "shine" is a way of making friends. (32, p. 141)

Popular people are friendly people. They go out of their way to be nice to others. (32, chapter 6)

Respect of differences helps us to get along with others. (34, pp. 31-58)

We respond in direct relation to how we are treated. (9, pp. 43-54)

Some attitudes and practices which help human relationships are:

1. Give people the benefit of the doubt.
2. Desirable personality traits help human relationships.
3. Listening to people's explanation is helpful.
4. Making explanation may prevent unpleasant situations.
5. Suspend judgment until facts are known.
6. Make only the promises you can keep.
7. Be yourself.
8. Try to see other person's viewpoint.
9. Act your age.
10. Recognize that everybody is different.
11. Face consequences frankly.
12. Wait to settle difficulties until morning or rested.
13. Carry own share of responsibility.
14. Be tolerant.
15. Criticize in private.
16. Be over and above board.
17. Try to see both sides.
18. Find out "why"?
19. Consider other people's feelings.
20. Be helpful.
21. Consider why a situation happened before acting.
22. Avoid being suspicious of people.
23. Control temper.
24. Practice emotional control.
25. Be courteous.
26. Take defeat without holding a grudge.
27. Do not show prejudice.
28. Laugh it off. "So what!"

Learning Experiences About Social Maturity:

Knowledge

Read references about social maturity (3, chapter 3, pp. 64-77) (4, pp. 15-22)(5, chapter 1, pp. 20-24)(13 chapter 2, pp. 65-83) (16, chapter 4, pp. 45-55)(32, chapter 6, section 3)(34, chapter 7)(9, pp. 43-54)(2, chapter 7)

Make a survey in your school to learn about traits people like and dislike. Publish the results in the school paper.

Comprehension

Appoint a panel to discuss Social Maturity--What is it?

Arrange a display on the bulletin board showing those traits that repel and those that attract friendships.

Application

As you pass students and teachers in the school corridors, smile and greet them. As you converse with friends, show genuine interest. Discuss the results in class.

Rate yourself on your ability to get along with others. Check each of the following that you can give yourself credit for: (34, p. 167)

a. I never display bad temper.
b. I endure difficulties bravely.
c. I can argue without getting angry.
d. I look for things I can like in people, not the things I can dislike.
e. I am always on time for appointments.
f. I keep my promises.
g. I refrain from gossip.
h. I refrain from finding fault with others needlessly.
i. I refrain from making fun of others.
j. I share the listening and the talking in a conversation.
k. I refrain from boasting.
l. I refrain from vulgarity.
m. I refrain from sarcasm.
n. I refrain from inquisitiveness.
o. I refrain from over-agressiveness.
p. I am cheerful.
q. I am well mannered.

For one day try to give an honest compliment to each member of your family and others. Report how it made you feel. Report apparent affect on others.

For one day make a list of specific behavior you observe in others which would make them liked or disliked. Be ready to report in class without mentioning names or giving facts that would identify any person.

Analysis

Arrrange for a panel discussion on Getting Along With Others. Some questions the panel might discuss are:

How important is "getting along with others?"
Is conformity necessary to popularity?
What makes a person popular?
How important is popularity?
Do you agree that the person who holds grudges is not liked? Discuss.
What is one basic reason why people gossip? If you gossip at times, is this the reason?
Can cheerfulness become a habit?
What is the difference between flattering and complimenting?
Do people like to be flattered? Do they like to be complimented?

Synthesis

Jenkins, Bauer and Shacter in their book Teenagers say that "How well we get along in life will depend upon how well we get along with people." Write a paper in which you state your reasons for agreeing or disagreeing with this idea.

Evaluation

Using the criteria in Teenagers, p. 70-- Some basic qualities found in people who get along with others, evaluate yourself and your ability to get along with others. Describe your strong traits, your weak traits, and make a plan to improve.

The criteria is as follows:

Interest in others
Friendliness
Sense of humor
Open-mindedness--can see more than one side of question
Cheerfulness
Even temper (most of the time)
Willingness to admit being in the wrong
Ability to disagree pleasantly
Modesty--no bragging
Poise--well mannered
Sincerity
Ability to make others feel worth while
Flexibility--willingness to "give in" instead of always trying to
have their own way.
Good sportsmanship
Ability to be a good listener as well as a good talker
Dependability
Kindliness

Read References for Background Information about Dating:

Dating makes an important contribution to socialization, to the maturing of the personality, to the selection of a mate, and to subsequent marital adjustment. (26, p. 85)

Most young people face decisions as to how they will behave in a dating situation. (26, p. 92)

Dating can be a useful experience if it is used to develop heterosexual poise and ease in communication. (26, p. 102)

(1) During the dating period, one can learn to better understand the masculine or feminine point of view. (26, p. 103)

(2) One can get acquainted with a variety of persons of the opposite sex and learn which types complement their personalities. (26, 102)

(3) Dating can help one grow in ability to communicate. (26, 103)

(4) Dating can help one develop new social and cultural interests. (26, 103)

(5) Dating can help one grow in physical attractiveness. (26, 104)

"The lives of men and women are very different in many respects. If your sex were different, your circle of friends, the way you dress, and the range of occupations open to you when you finished school would be different, too." (41, p.5)

Some of the differences between boys and girls exist because the sexes are taught different ways of behaving. They are taught to like different things and to have different interests. Society expects different things of boys and girls and establishes different customs for each to follow. (41, p. 7-8)

"Biology creates the underlying difference between males and females." (41, p. 8)

Every society distinguishes between the roles that men and women are expected to play." (41, p. 9)

Learning Experiences About Dating:

Knowledge

Read references on dating and understanding the other sex such as: (1, chapter 5, readings 23, 24, and 25 and chapter 6, reading 26) (3, chapter 8)(4, chapters 10 and 11)(5, chapter 3)(7, chapters 6 and 7)(16, chapters 5,6,7 and 8)(18, chapter 5)(39)(40)(41)(42)(44)

List the stages in dating development (5, p. 55)

Comprehension

Divide into groups of 3-5, select topics for study, and prepare a panel discussion, a symposium, or another kind of presentation for the entire class group. Plan means of evaluating your presentation such as:

Did we make it interesting?
Were important points presented?
Did everyone participate?
Could the audience see? hear?
Were we ready on time

Topics suitable for presentation would be:

Differences between men and women (1, pp. 112-132)(44)(41)
Steady dating
Petting - wise or otherwise
Date etiquette
What makes a good date
Alcohol and Dating (suggest use of film as discussion starter)
To Your Health or Should You Drink

Application

See film Shy Guy. Watch for Skills Needed in Dating.
Show and discuss film: How Much Affection. Whose responsibility is it to set limits.

Discuss as a class the characteristics of those who are most successful in dating in your school. Consider how these qualities are developed? What helps? How do dating skills grow?

Analysis

Describe how dating can help one prepare his or her personality for marriage:

(1) Understand the opposite sex
(2) Realize which type of person complements own personality
(3) Develop new social and cultural interests
(4) Grow in physical attractiveness

Play recording: Problems of Modern Dating. Were the problems of this couple typical? Do you think they can resolve their problems? Why or why not?

Synthesis

Invite a panel of skilled daters to discuss "How to Carry on a Discussion."

Write a paper telling how you think a boy or girl can best avoid letting love-making become a dating pitfall. Choose a committee to go over paragraphs and select those they think are most helpful. Use these as a basis for class discussion.

Evaluation

List your assets and liabilities as a date or write about "My dating problem and what I can do about it."

Use the criteria on page 92 of Landis and Landis to evaluate your dating experiences.

Am I:

(1) broadening my knowledge and understanding of people through dating?

(2) getting acquainted with many members of the other sex?

(3) learning the social skills necessary in order to function smoothly when with a date in the group?

(4) developing self-confidence in asking for dates?

(5) learning what type of people seem to fit my personality needs?

(6) developing a warm affection for the other sex without being gushy or overly affectionate?

(7) ready for steady dating?

Have I:

(8) learned how to avoid too much necking, without offending?

(9) learned how to maintain my personal standards of conduct without making others feel ill at ease?

(10) developed enough interests so that I can make people of different types feel at ease?

(11) cultivated ability at conversation? Is it all one way or have I developed a technique for drawing the other person out?

Read References About Intellectual Maturity:

A person who is intellectually mature can think abstractly; can make his own decisions; can be objective about himself; can take responsibility for his own behavior and its consequences; can postpone judgments; and can take a problem-solving approach to life's questions. (4, p. 10-11)

Intelligence is the ability to see and discover relationships. We grow best mentally when we are in intellectually stimulating environments. (4, p. 11) Finding a good solution to a problem generally involves four steps: comprehending the nature of the problem; considering the pertinent facts; arriving at possible solutions; and weighing solutions and making a choice.

Learning Experiences About Intellectual Maturity:

Knowledge:

Read references about intellectual maturity such as: (9, p. 1-5) (31)(28)(34, chapters 19, 20, 21, 22, and 23)

Define intellectual maturity, I.Q., abstract thinking, problem-solving.

Comprehension

In buzz groups, tell someone else what intellectual maturity is. As a group develop a definition.

Find answers to questions such as:
When is a person intellectually mature?
What factors contribute to intellectual growth?
Does one ever stop learning?
How does an intellectually mature person solve problems?
How does intelligence grow?
What are the gifted in intelligence like?
What are the average in intelligence like?
What are the mentally deficient like?
How is intelligence measured?
What kinds of intelligence lists are used?

Invite a guidance counselor to discuss how one can make the most of his intelligence. If tests have not been given to class members, ask him to test the class and interpret scores to individuals.

Study the problem-solving methods and list steps. (see 28)
See film: Using the Scientific Method.

Application

Practice using the problem-solving method on a personal problem.

Analysis

Read chapter 21 of Sorenson and Malm, Psychology for Living. Then analyze each of the following statements for critical thinking:

1. "Don't try to explain. I have made my mind up."
2. "I think I'm right. You think you're right. Let's try to talk it out."
3. "I don't believe that is correct. Let's check over the facts again to see."
4. "I never listen to the speeches of the other political parties. They just make me angry."
5. "I don't like to discuss controversial questions with people. I usually finish by losing my temper."

Synthesis

Write on the following topic:

What kind of environment is intellectually stimulating to a child and which might contribute to intellectual growth?

Evaluation

Using the following criteria, evaluate your own intellectual maturity" (4, p. 10-11)

An intellectually mature person:
- Can make his own decisions
- Can be objective about himself
- Can think abstractly
- Can postpone judgments
- Can take a problem-solving approach to life's questions

Read References About Spiritual Maturity and Philosophy of Life:

A person is spiritually mature when he has clarified his own values into a philosophy of life.

Values are ideas or opinions of the desirable that give direction to behavior and meaning in life.

An individual's values are learned from early and continued experiences in the family, with peer groups, through the church, in the school and in the community.

Values systems are developed as one's needs are being met, as he thinks about and reacts to his experiences and as he adjusts to change.

Some of the most influential and compelling values are held unconsciously because they have been incorporated into the life stream of the individual.

Goals are satisfying to an individual when values are used consciously as criteria for their selection.

A person with an established and integrated value system will withstand privations, make sacrifices, and run risks in order to progress toward goals in harmony with his values.

When a person grows up in a family that values both human worth and dignity, he has an opportunity to develop a feeling of security.

The more accurately one perceives his value system, the greater the ease in choosing alternatives.

"Religion is a way of bringing some organization and meaning to the infinite number of experiences which happen to us in life. Religious values absorbed in the home give the individual a philosophy or a system of values which enables him to look at life with serenity and confidence." (26, p. 316)

"You can never be quite mature until you have a good workable philosophy of life. Only then will you have the long-term values, the goals-worth-striving-for that will make it possible for you to make choices, keep your balance, get concerned about the right things, make friends who are true friends, and steer your life in the orderly path of progress. Even falling in love and getting married depends a great deal upon the maturity of your philosophy of life." (4, p. 22)

Learning Experiences About Spiritual Maturity and Philosophy of Life:

Knowledge

Read references about spiritual maturity and philosophy of life such as: (2, chapter 6, pp. 38-41)(4, chapter 1)(8, chapter 1)(14, chapter 8) (18, chapter 2)(32, chapter 8)(33)(35, chapter 2)(38, Unit IX. also biographies and autobiographies.)
See list.
Define spiritual maturity.

Comprehension

Working in two's explain to someone else what spiritual maturity is.

Invite resource people to discuss in a panel "What are values and how do we get them and "What is a Philosophy of Life?" Some questions the moderator might ask are:

From whence does a philosophy come?
What are values?
Where do we get our values?

Who and what has contributed to your sense of what is important in life?
Do we ever have conflicts in values? What causes them?

As a class review statements on page 22 of Duvall, Family Living concerning a person with a good workable philosophy. Discuss what each statement means.

Application

Ask yourself--"What is really important to me--things that cost money (material values) and things that don't cost money (spiritual values or ideals)?"

Answer the questions in 2, p. 38 on "What Do I Believe?"

Discuss this case study:
John wants very much to make the football team. In fact, he has spent so much time thinking about it that his grades have dropped. In order to make the team he must have a B average. He knows that if he cheats on exams and homework, he can probably bring his grades up. But, he believes in honesty and doesn't like to cheat. His values of being on the team and his values of honesty are in conflict. Can you describe other situations where conflict in values sometimes occur.

Think of some person who has values and goals very different from yours. What can you find to admire in that person which will help you toward a greater understanding of differences in people.

Analysis

Have class members read skit "Please Pick Up Your Clothes" or "Jack Spratt, Jr."---available from State Director of Home Economics. Discuss differences in values expressed.

Play record "Problems of Modern Dating." Discuss differences in values expressed by Bob and Mary.

Consider how one's values regarding what is important in life change through the various stages of the life cycle.

Are there certain basic values which we all need? If so, what are they?

Invite four or five prominent citizens of the community to discuss their philosophies of life. Try to find out from them where they got their values.

Read a biography or an autobiography. Analyze for the following:

What values did this person have?
From where did he get these values?
What goals did this person have? Did they change during his lifetime?

Quote statements from the biography or autobiography which reveal this person's philosophy.

Synthesis

Write a paper on "My Philosophy of Life."

Evaluation

Read chapter 8 on Values in Johnson, How to Live Through Junior High School. Using Mr. Johnson's criteria, evaluate each of his values. Do you agree with his list? Why or why not? Arrange his list as to importance of the values.

Summary Questions

What are the common ideas in the information that we have dealt with in the last few days?

What are the big ideas about growth changes that we have discussed?

How do these ideas relate to one another?

How can we apply this generalization to other situations?

Generalization V. In our society the primary functions of families are: to meet basic needs of their members; to produce healthy personalities and to prepare individuals for a meaningful existence in society.

Desired Outcomes:

1. Clarifies some of the functions of home and families.

2. Understands what makes a good home.

Read References for Background Information:

The family or family substitute provides a setting for personal development of its members, for learning to relate to people and to meet situations, for progressing through stages of the family life cycle and for gaining capacity to handle the variety of crises in life. (29, pp. 1-7)(16, pp. 6-10)(17, pp. 3-14) (32, chap. 2, section 4)

As families provide opportunities to engage in worthwhile work, youth have opportunities to learn adult roles and to develop feelings of worth and significance. (4, pp. 139-152)

A person is helped to become a distinctive and yet cooperative personality when he has a significant place in the family or in a group substituting for the family. (7, pp. 55-72)

Learning Experiences:

Knowledge

Read from selected references about functions of the family in our society and about what makes a good home for a child. As you read, list at least 10 functions of families--compare notes.

Comprehension

Discuss: What should the home represent to each member of the family? (See illustration in Force, Your Family Today and Tomorrow, page 22.)

Application

Discuss: Can there be a good home where there are any of these?

a. chronic illness
b. drab surroundings
c. poverty
d. great wealth
e. constant moving from one place to another (migrant)
f. socially active parents
g. only one parent living
h. disinterested parents
i. alcoholic parent
j. father away from home most of time (seaman or trucker)

Analysis

See film, "Roots of Happiness." Answer and later discuss the following questions:
What did the home provide for its members?
What was the father's role? Mother's role?
What basic needs of family members were met?
How did the son learn to be a man?
How did the daughter learn to be a woman?
Was this a good home? Why?

Synthesis

Read and discuss the articles which follow "Pledge to Children," and "What Makes a Good Home Life" and "Children Learn What They Live."

Evaluation

Using one or all of the above articles, develop a summary of the functions of the family.

What Makes a Good Home Life? -- taken from Women's Home Companion, July 1948.

How can parents help prevent juvenile delinquency? First, by making a good home for their children. How can they make a good home, what formula can they follow? The Committee on Home Responsibility of the National Conference on Juvenile Delinquency is on record with this fourteen-point definition:

A good home for children may be a one-room apartment, a trailer or a twelve-room house, but it is a good home for a child if...

1. He is loved and wanted--and knows it.
2. He is helped to grow up by not having too much or too little done for him.
3. He has some time and some space of his own.
4. He is part of the family, has fun with the family and belongs.
5. His early mistakes and "badness" are understood as a normal part of growing up; he is corrected without being hurt, ashamed or confused.
6. His growing skills--walking, talking, reading, making things, are enjoyed and respected.
7. He plans with the family and is given real ways to help and feel needed throughout childhood.
8. He has freedom that fits his age and his moods; he has responsibilities that fit his age, abilities and freedom.
9. He can say what he feels and talk things out without being afraid or ashamed; he can learn through mistakes as well as successes. And, his parents appreciate his successes rather than dwell upon his failures.
10. As he grows older, he knows his parents are doing the best they can; they know the same about him.
11. He feels his parents care as much about him as they do his brothers and sisters.
12. The family sticks together and the members help one another.
13. He is moderately and consistently disciplined from infancy, has limits set for his behavior and is helped to take increasing responsibility for his own actions.
14. He has something to believe in and work for because his parents have lived their ideals and religious faith.

Pledge to Children--Adopted by the members of the Mid-Century Conference on Children and Youth, 1950

TO YOU, our children, who hold within you our most cherished hopes, we the members of the Mid-Century White House Conference on Children and Youth, relying on your full response, make this pledge:

From your earliest infancy we give you our love, so that you may grow with trust in yourself and in others.
We will recognize your worth as a person and we will help you to strengthen your sense of belonging.
We will respect your right to be yourself and at the same time help you to understand the rights of others, so that you may experience cooperative living.
We will help you to develop initiative and imagination, so that you may have the opportunity freely to create.
We will encourage your curiosity and your pride in workmanship, so that you may have the satisfaction that comes from achievement.
We will provide the conditions for wholesome play that will add to your learning, to your social experience and to your happiness.
We will illustrate by precept and example the value of integrity and the importance of moral courage.

We will encourage you always to seek the truth.
We will provide you with all opportunities possible to develop your own faith in God.
We will open the way for you to enjoy the arts and to use them for deepening your understanding of life.
We will work to rid ourselves of prejudice and discrimination, so that together we may achieve a truly democratic society.
We will work to lift the standard of living and to improve our economic practices, so that you may have the material basis for a full life.
We will provide you with rewarding educational opportunities, so that you may develop your talents and contribute to a better world.

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism -
 he learns to condemn.
If a child lives with hostility -
 he learns to fight.
If a child lives with fear -
 he learns to be apprehensive.
If a child lives with pity -
 he learns to be sorry for himself.
If a child lives with ridicule -
 he learns to be shy.
If a child lives with jealousy -
 he learns to feel guilty.
If a child lives with tolerance -
 he learns to be patient.
If a child lives with encouragement -
 he learns to be confident.
If a child lives with praise -
 he learns to be appreciative.
If a child lives with acceptance -
 he learns to love.
If a child lives with approval -
 he learns to like himself.
If a child lives with recognition -
 he learns it is good to have a goal.
If a child lives with honesty -
 he learns what truth is.
If a child lives with fairness -
 he learns what justice is.
If a child lives with security -
 he learns to have faith in himself
 and others.
If a child lives with friendliness -
 he learns that the world is a nice
 place in which to live.

_______Dorothy Law

Generalization VI. Interaction among family members is influenced by expectations of the role of oneself and others in the family.

Desired Outcomes:

1. Realizes that the atmosphere of a home is a shared responsibility and that each person plays a part.
2. Realizes that parents act in the light of their own experiences.
3. Understands that where teenagers act in responsible ways, parents are more likely to treat them as grown ups.

Read References for Background Information:

If we understand the nature of our expectations of each other in the family, we are more likely to live harmoniously. (16, pp. 105-118)

Parents, too, need to be understood, accepted, and loved for the persons they are. (18, pp. 80-82)

During the middle years most parents need the reassurance, encouragement, and friendship of their growing children. (4, pp. 107-114)

Often parents feel deprived of the affection of their teenage children at a time when they as parents need it most. (4, pp. 107-114)

Disagreements occur even in the best of families. (4, pp. 119-134)

Shared responsibilities, joint planning, and mutual confidence result when a family can make earnest attempts to discover what a situation means to each and everyone concerned. (7, pp. 55-72) (4, 134-7)(18, pp. 69-78, 86-88)

Learning Experiences:

Knowledge -

Read and discuss references such as Family Living by Duvall.
Chapter 5. What Parents and Young People Expect of Each Other.
Chapter 6. Youth and Parents Grow Up Together.
Chapter 7. Being a Family Member.

Comprehension

Compare a democratic home with an autocratic home. Which best prepares its members to make the decisions and to solve problems? What are the responsibilities of a member of a democratic home? Of an autocratic home?

Application

Since the atmosphere of the home is a shared responsibility, you play an important part in making the atmosphere of your home what it is. What can you do to make your home happier today when you return to it?

Analysis:

See film: "You and Your Parents."
Discuss: Why might each parent have responded as he did?
Do children want parents to set limits?

Synthesis:

List the things that you do that bring joy to your parents. List the things that you do that hurt or worry them. Try to find out the reasons for each.

Evaluation:

Four students read the part of the play, "High Pressure Areas." What is your opinion of the way each girl faced the opposition of her parents? Do you think that the parents in the play had reason for concern? Did they act wisely? Why did the young people feel the need for rebelling against family prohibitions?

Generalization VII:

Developmental tasks of parents and children are both complementary and conflicting.

Desired Outcomes:

1. Understands developmental tasks of parents in their stage of the life cycle and why conflicts between parents and teenagers sometimes occur.
2. Realizes that adolescents often rebel against family requirements or prohibitions as a means of breaking away from apron strings.
3. Understands that sometimes parents are unwilling to let a child grow up and that teens need to understand the difficulty parents sometimes have in untying apron strings.

Read References for Background Information:

The developmental tasks of middle age are:
- achieving adult civic and social responsibility
- establishing and maintaining an economic standard of living
- assisting teen-age children to become responsible and happy adults
- developing adult leisure time activities
- relating oneself to one's spouse as a person
- to accept and adjust to the physiological changes of middle age

The developmental tasks of adolescence are:
- accepting one's own physique and accepting a masculine or feminine role
- new relations with age-mates of both sexes
- emotional independence of parents and other adults
- achieving assurance of economic independence
- selecting and preparing for an occupation

developing intellectual skills and concepts necessary for civic competence:
- desiring and achieving socially responsible behavior
- preparing for marriage and family life
- building conscious values in harmony with an adequate scientific world picture

Communication is central in good family relationships and need to be cultivated. Duvall says that these steps help:

- recognize that other members of the family want to be understood and appreciated.
- parents like expressions of gratitude, affection, interest in them as persons.
- mothers often need to be encouraged to grow as persons by their elder children.

Learning Experiences:

Knowledge:

Read selected literature concerning developmental tasks.

Have a parent-youth panel on the subject "What Parents and Youth Expect of Each Other."

Discuss ways in which good communication can be achieved.

Comprehension:

Discuss: Why do teens need to show understanding of parents who may have difficulty untying apron strings?

Application:

Read a half-hour play, "Ticket to Tomorrow," about parent-teenage relationship. Cast of 5.
Answer the following questions: What developmental tasks of parents were brought out? Of teenagers? What was the prime cause of disagreement?

Compare developmental tasks of adolescence with those of middle age. Which of these tasks might be in conflict? Which might complement one another?

Analysis:

Have a panel discussion on the topic: "How can adolescents help parents adjust to their changing roles?"

Synthesis:

Think back to a situation which caused disagreement between you and your parents. What caused the parents to act as they did? What caused you to act as you did? Support statements, if possible, with developmental tasks for each. Who was right?

Evaluation:

Present skit, "Mother and Dad Are People, Too." How does the skit illustrate one of the developmental tasks of middle age?

Summary Questions:

What are the common ideas in the information that we have dealt with in the past _____ days?

What are the big ideas about family interaction that we have gained?

How do these ideas relate to one another?

How can we apply this generalization to other situations?

ELEVENTH AND TWELFTH GRADES

Unit III. - Families in Other Cultures

Desired Outcomes:

1. Realizes that there are similarities and variations among all societies and among all human beings.
2. Recognizes that in all societies there is a recognized family unit that assumes the function of child-bearing, child-rearing, regulation of inter-personal relations and economic support.
3. Is aware of the affect of society on the family.
4. Understands that families within a culture have many similarities and differences such as: family structures, authority patterns, ways of solving problems and of achieving family goals.
5. Realizes that common values held by families, and the creative utilization of differences, contribute to enrichment of living and strength in our society.
6. Understands that child-rearing practices are usually influenced by parental perceptions of the kinds of persons parents want their children to become.
7. Realizes that understanding of people of other cultures develops as one's knowledge of all aspects of their way of life increases.

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8. Sears, Roberts R., Eleanor E. Macoby, and Harry Levin. Patterns of Child Rearing. Evanston, Illinois: Row, Peterson and Company, 1957. 549 pp.

*9. Stephens, William N. The Family in Cross-Cultural Perspective. Chicago: Holt, Rinehart and Wenston, Inc., 1963. 460 pp. (Paperback)

* Recommended Texts

10. Brotherhood of Man. Film. 10 minutes. Color. $3.25 rental from Bay. U. or University of Utah.
11. Family of Ghana. Film. 30 min. $4.25 rental from University of Utah or Colorado University.
12. Family of Man. Film. 20 min. $3.25 rental from University of Utah.
13. Four Families. Film. Rental from University of Nevada. Part I. 30 min. $4.25. India and Japan. Part II. 31 min. $4.25. Japan and Canada.
14. The Navaho Indian. 13 minutes. $3.25 rental from University of Nevada.
15. Picture in Your Mind. Film. 17 minutes. Color. $4.50 rental from University of Utah.
16. Polynesian Culture. Film. 21 minutes. $4.50 rental from University of Nevada.
17. Roots of Happiness. Film 25 minutes. Rental $4.25 from University of Nevada.
18. Sampan Family. Film. 15 minutes. $3.25 rental from Colorado University or from University of Utah.

Generalizations:

I. There are similarities and variations among all societies and among all human beings.

II. In all societies there is a recognized family unit that assumes the functions of child-bearing, child rearing, regulation of inter-personal relations and economic support.

III. Each family is a part of a society and affects, and is affected, by all aspects of the society.

IV. Families in different cultures, and families within a culture, have many similarities and differences such as: family structures, authority patterns and ways of solving problems and of achieving family goals.

V. The common values held by families, and the creative utilization of differences, contribute to enrichment of living and strength in our society.

VI. Child-rearing practices are usually influenced by parental perceptions of the kinds of persons parents want their children to become.

VII. Understanding of people of other cultures develops as one's knowledge of all aspects of their way of life increases.

Desired Outcomes: (see those listed previous page)

Learning Experiences:

Read for Background Information:

> "Each society--each culture--produces its own peculiar form of family life." (2, p. 90)

> "It has been said that in order to understand a people you must first understand their family system. Especially in the case of Korea is this true since every facet of life revolves around the family and the relations between its members." (2, p. 105)

> "The living together of man and woman, of parents and children, in an intimate relationship is so firmly established that we need give little thought to the likelihood of its disappearance. Yet, as we have seen, the way of life has no single uniform pattern. Despite some elements in common, it displays an enormous variety in structure, life cycle, controls and functions." (7, p. 7)

The relationship of the nuclear family to the extended family, the kind of mate selection, the line of descent and inheritance, child-rearing customs, authority patterns, divorce procedures, sex mores---these are ways in which families differ. (7, p. 9-11)

Knowledge

Read Chapter 1 of The Family in Cross Cultural perspective (9) and Chapter 1 of The Family in Various Cultures. As you read, keep a vocabulary list of words relating to the family. Define each and use in a sentence. Some of the terms you will want to define are:

marriage
family
nuclear family
extended family
kin family
composite family
patriarchal
matriarchal
patrilocal
patrilineal
matrilineal
ethnographic literature
polygamy
polygamous
polygamist
monogyny
monogamous
polyandry
polyandrous
a family of orientation
a family of procreation
anthropology
anthropologist

Read as many references from the reading list as you have time for. Keep records of your reading on reading cards. Turn in at close of unit.

Comprehension

Discuss: Is the family universal?
Tell to someone else, so that they can understand, the meaning of the above terms. (Class could divide in groups of two or three for this.)

Describe how the Nayars (9, p. 19), the Kibbutz (9, p. 22) the Jamaicans (9, p. 25); the Mut'a Marriage (9, p. 28); and the Mokthoditi Marriage (9, p. 28) differ somewhat from the definition of Marriage in 9, p. 5.

Read Chapter 2 of the Family in Cross Cultural Perspective about kinds of plural marriages in various cultures. Does the plural marriage meet a need in some societies? What sort of person would be willing to share his spouse? Why, in some cases, is little jealousy of other wives indicated?

Describe the group-marriage of the Chukchee (47). Does this marriage serve a purpose in this society? Why?

Polygamy is practiced in a large part of the world's societies. What are the advantages and disadvantages of such a practice?

Select one or more of the types of families in The Family in Various Cultures, read about that family and answer the following questions about it:

1. What type of family unit does it have? (Nuclear family, composite family, extended or kin family.
2. What type of authority pattern does it have? (patriarchal or matriarchal)
3. Is descent traced through the male line (patrilineal) or through the female line (matrilineal)
4. Is the family patrilocal (does it reside with or near relative of husband) or matrilocal (does it reside with or near relatives of the wife)?
5. What are the courtship and marriage customs?
6. What are the child-rearing customs?
7. Is this a culture in which man feels he can determine his own destiny or is it determined by something beyond his control?
8. Is it a past oriented culture, or present oriented culture or a future oriented culture?
9. What does this culture value? What are their goals for their children?
10. What kind of economic support does the family have?
11. What are the roles of men? of women? of children?

Application

See film Roots of Happiness about a Puerto Rican family, the Sampan Family, or The Navaho. Apply the questions above to this family. Not all questions can be answered from this film.

Analysis

See film Four Families and apply questions above to this film. In addition, discuss the questions raised in the film:

1. Does the way a nation raises its children affect the national character?
2. What can you find out about the goals parents have for children by how they are raised?

Synthesis

America is called a melting pot--a land of many different cultures. Discuss ways in which this has enriched our culture and strengthened our society. Describe some of the influences of the Italians, French, Germans, Africans, etc. on American life.

See a film on similarities and differences among peoples such as Picture in Your Mind, Brotherhood of Man, or Family of Man.

Summary Questions:

1. What are the common ideas in the information we have dealt with in the last ______ days?
2. What are the big ideas about similarities and differences among societies and among human beings that we have learned?
3. How do these ideas relate to one another?
4. How can we apply these generalizations to other situations?

Unit IV. Looking Toward Marriage

Generalizations:

1. Love and respect of others emanates from love and respect of self.
2. Similarity of cultural, social, economic and religious backgrounds is more likely to lead to a successful marriage.
3. Growth is an uneven process varying from person to person and within the same person.
4. A person brings to a situation all of the experiences of his past, his present, and even his aspirations and dreams for the future.

Desired Outcomes:

1. Gains in understanding of what it means to be in love
2. Realizes that in America companionship and love are the principle reasons for marriage
3. Becomes aware of the importance of wise choice of marriage partner
4. Understands that marriages between people of similar backgrounds are more likely to be happy
5. Becomes aware of laws relating to marriage
6. Understands that age at time of marriage is not as important as emotional maturity and the ability to accept the responsibility of marriage
7. Realizes that the engagement period provides an opportunity to test compatability and to make plans for the future
8. Realizes significance of marriage ceremony, wedding, and honeymoon

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Other Resources:

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17. Montague, Ashley. The Awesome Power of Human Love. Reader's Digest, February 1963, p. 80. (A condensation from The Humanization of Man by Ashley Montague, published by the World Publishing Company.)

Films, Filmstrips and Recordings

18. Early Marriage. 26 minutes, color. $5.75 rental from University of Utah or Wyoming University
19. How Do You Know It's Love. 14 minutes. $3.25 rental from BYU, University of Utah, or Wyoming University
20. This Charming Couple. 19 minutes. $3.25 rental from BYU, University of Utah or Wyoming University
21. The Meaning of Engagement. 16 minutes. $3.25 rental from BYU, Nevada University or University of Utah
22. Worth Waiting For. University of Nevada
23. With This Ring. Filmstrip available on free loan from State Director of Home Economics
24. Hazards of Mixed Marriages, a recording. Available on free loan from State Director of Home Economics

Generalization I: Love and respect of others emanates from love and respect of self.

Desired Outcomes:

1. Gains in understanding of what it means to be in love.
2. Realizes that in America companionship and love are the principle reasons for marriage.

Read References for Background Information:

To love, one needs first to be loved. Through being loved we gain a much-needed basic security. (1, chapter 8)

Characteristics of love may be:
Respect for individuality of a person
Concern for the well-being of a person
Trust in a person
Understanding and acceptance of a person
Empathy for a person
Desire to make his resources available to loved one (11, chapter 27)

Sex and love are not identical. (3, pp. 197-198)

Lasting love is: outgoing, motivating, sharing, realistic, has many facets, changes and grows with time. (4, chapter 11)

Duvall in Facts of Life and Love, chapter 11 says that lasting love

--Has many facets: tender, passionate, comradely, protecting, highly specific in its focus, widely general in its diffusion.

--Is outgoing--radiating out in its values, concerns and interests to other's happiness, welfare and well-being.

--Is motivating--releases energy to work, is creative, brings an eagerness to grow, to improve, to work for worthy purposes and ideals.

--Is sharing--what one has and what one is strive to be shared (thoughts, feelings, attitudes, ambitions, hopes, interests--all are sharable).

--Is a we-feeling--thinking and planning are in terms of "we"; what we want, how we feel, what we will do, rather than "I" centeredness.

--Is realistic--faults, weaknesses and problems are faced together as part of reality with willingness to work on building the relationship.

--Changes and grows with time--time is the surest test; if the relationship continues to grow through many emotional climates, associations, developing interest and deepening feelings, the chances are it will continue to grow as the persons do.

--"We display true love when we cease to demand that our loved one become a revised edition of ourselves." Liebman in Peace of Mind.

--"Love is creative, greatly enriching the lives of both the receiver and the giver. It is the only thing in the world for which one cannot give anyone too much." Ashley Montague in The Awesome Power of Human Love.

"Thou shalt love thy neighbor as thyself" might better be interpreted to mean, "Thou shalt love thyself properly, and then thou wilt love thy neighbor." Liebman, Peace of Mind.

Love involves empathy with the loved one.
One who loves is deeply concerned for the welfare, happiness, and development of the loved one.
One who loves finds pleasure in making his resources available to the loved one.
The loving person seeks a maximum of participation in the activities that contribute to the welfare, happiness, and development of the loved one.
Love is most readily and usually achieved within the family circle but can be extended to include many other individuals, or categories of people or all of humanity.
The good effects of love are not limited to the loved one but promote the happiness and further development of the loving one as well.
Love is not rooted primarily in sexual dynamics or hormonal drives.
Love affords many insights into the basic relationships to humanity and to the forces that organize and guide the Universe. (1, chapter 8, section 35)

Learning Experiences:

Knowledge

Class members read and report on what a variety of authors say about love and about reasons for marriage.

Duvall and Hill, When You Marry, chapter 2. "Are You In Love?"
Cavan, Marriage and the Family in the Modern World.
  Chapter 8, "Love"
  Section 35. Role of Love in Human Development
  Section 36. Love
  Section 37. Expressions of Love
  Section 38. The Dialogue of Courtship in Popular Songs
Magoun, Love and Marriage. Chapter 1, "The Nature of Love."
Landis, Your Marriage and Family Living. Chapter 11, "Selecting A One and Only."
Smart and Smart, Living in Families, p. 224-225.
Force, Your Family Today and Tomorrow. Chapter 5, "Love, Romance and Happiness."
Landis and Landis, Personal Adjustment, Marriage and Family Living. Chapter 14, "Is It Love?"
Cosgrove and Josey, About Marriage and You. Chapter 9, "Before The Wedding."
Craig, Thresholds to Adult Living. Pages 197-198.
Sorenson and Malm, Psychology for Living. Chapter 28.

Comprehension

Make a list of definitions of love and be prepared to evaluate them in class.

See film, How Do You Know It's Love? In one column list signs of mature love. In another column list signs of infatuation or romantic love.

Discuss: "How does the romantic concept of love and marriage as seen in the movies differ from the realities of true life?"

Describe the different ways that parents express love toward children or toward each other.

Describe ways in which some people express the highest form of love--love of humanity. Example, Albert Schweitzer.

Application

Evaluate the type of love pictured in a recent movie you have seen. Did the relationship of the hero and heroine include the elements necessary to a lasting love? What elements were emphasized and what ones were lacking?

Evaluate magazine stories you have encountered recently that presented unrealistic pictures of falling in love and marriage.

Analysis

Analyze Duvall's statements about lasting love on pp. 42-43 of Duvall and Hill, When You Marry.

Synthesis

If companionship and love are the principle reasons for marriage today, describe ways in which marriage partners can achieve companionship.

Write on the topic: Love and respect of others emanates from love and respect of self.

Evaluation

Using the criteria on page 196 of Landis and Landis, Marriage and Family Living, select at least four statements which you believe are most essential to a companionship marriage and tell why you chose these.

Summary Questions

What are the big ideas about love that we have gained from our study these past ____ days?

How do individuals grow in the ability to love all people--all humanity?

Generalization II: Similarity of cultural, social, economic and religious backgrounds is more likely to lead to a successful marriage.

Desired Outcomes:

1. Becomes aware of the importance of wise choice of marriage partner.
2. Understands that marriage between people of similar backgrounds are more likely to be happy.

Read References for Background Information:

People tend to love and eventually to marry people like themselves. (4, page 116)

(1) The more a boy and girl have in common, the more likely they are to meet. (4, page 116)

(2) "The tendency for a person to find a mate whose personality complements his own basic needs, is called the principle of complementary needs." (4, page 118)(1, chapter 6, section 29)

Although mixed marriages can work, they require more maturity and working out than marriages of persons whose backgrounds are similar. (1, chapter 16)(7, page 141-142)

People tend to fall in love and marry those who gratify their needs. (1, page 140)

Research has shown that some premarital factors are associated with happiness in marriage. (4, page 114)

(1) Happiness of parents' marriage.
(2) Adequate length of acquaintance, courtship and engagement.
(3) Adequate sex information in childhood.
(4) Personal happiness in childhood.
(5) Approval of the marriage by parents and others.
(6) Engagement adjustment and normal motivation toward marriage.
(7) Ethnic and religious similarity.
(8) Higher social and educational status.
(9) Mature and similar chronological age.
(10) Harmonious affection with parents during childhood.

"The more alike the couple is in social and recreational interests, in economic and religious backgrounds, and in moral standards, the greater the probability of their success in marriage." (6, page 181)

"The importance of similarity in philosophy is often overlooked in the excitement of falling in love, but it is the most critical factor of all in marriage, for it determines the companionability of a couple. A common background makes it possible for a man and wife to understand each other's values and interests. But lack of such a common background frequently makes for misunderstanding and even distrust." (6, page 182)

Learning Experiences:

Knowledge

Class members read and report on what a variety of authors say about wise choice of marriage partner. See the following: (1, chapter 6, section 29 and chapter 16)(2, chapter 8)(3, pp. 203-212)(4, chapter 6 and chapter 15)(5, chapter 10)(6, chapters 10 and 11)(7, chapters 9-12) (8, chapters 9, 10, 11)(10, unit 3, section 4)(11, chapter 27)(12)

Comprehension

Listen to the recording "Hazards of Mixed Marriages." Discuss problems involved in various kinds of mixed marriages.

Invite a panel of ministers to discuss "Do Mixed Marriages Ever Work."

Have class members participate in a panel discussion or a symposium on "Importance of similarity in backgrounds to success in marriage." Discuss
--similarity of cultural backgrounds
--similarity of economic backgrounds
--similarity of religious backgrounds
--similarity of social backgrounds
--similarity of cultural backgrounds

Find out what research says about what makes a happy marriage. (See Duvall and Hill, When You Marry.)

Read references on the theory of complementary needs in the choice of a marriage partner. Define: complementary need, homogamy, heterogamy. (1, chapter 6, section 29)

Application

Discuss the following:

Would it matter to you if the person you marry had more or less education than you have? Why?

Consider the kind of family and social life one might expect if one married a man in the military service, a traveling salesman, a trucker, a doctor, a minister, a rancher, a teacher, or a lawyer.

Analysis

Read and report on the problems and adjustments in marriage between people of different social or religious backgrounds as told in these books:

Helen Hunt Jackson: Ramona
Selma Lagerlof: Ring of the Lowenskolds
Christopher Morley: Kitty Foyle
Elizabeth Page: Tree of Liberty
Marjory Sharp: Cluny Brown
George Bernard Shaw: Pygmalian

Invite foreign brides to class to discuss adjustments they had to make in their marriage.

Read and discuss case studies relating to mixed marriages in 3, page 204.

Discuss differences in culture which may exist between the eastern part of the United States and the western part.

Synthesis

Ask a married couple you know how important they feel similar family backgrounds are in marriage. Ask them why they feel as they do. Discuss their replies in class.

Do you know of any marriages between people of different religious faiths or beliefs? How have the couples solved their differences?

Evaluation

Take each of the following criteria for choice of marriage partner and discuss how important you feel it is to success in marriage.

-- similarity of cultural background
-- similarity of social background
-- similarity of economic background
-- similarity of religious background

Generalization III: Growth is an uneven process varying from person to person and within the same person.

Desired Outcome:

Understands that age at time of marriage is not as important as emotional maturity and the ability to accept the responsibility of marriage.

Read for Background Information:

Chronological age alone cannot determine if one is mature enough to marry. (7, page 147)

Early marriages often interrupt the completion of one's education and lack of a good education is a serious economic hardship for men as well as women. (7, page 152)

Out attitudes regarding what we want in marriage partners change as we mature. (3, page 200)

Couples who marry early are more likely to have to live with parents for a time until they can support themselves, and in-law friction occurs more often if couples live with parents than if they can live alone. (7, page 150)

Research studies of marriage happiness and unhappiness shows that there are more unhappy marriages and more divorces among men and women who marry under the age of 20. (3, page 200)(7, page 153)

In marrying at any age the important things to consider are one's long range goals in life.

Being ready for marriage is important--maturity, preparation, readiness to settle down. Forced marriages have a high failure rate. (56%)

Emotional maturity is more important than age in marriage. Some people are more mature at eighteen or twenty than others several years older. Anyone not aware of the responsibilities of marriage, or unwilling to accept these responsibilities, is too young to be married. (3, page 200)

Learning Experiences:

Knowledge

Read references on "When one is ready to marry" and report on what various authors say. (1, chapter 11)(3, pp. 198-200)(4, pp. 122-131)(5, chapter 9)(7, chapter 11)

Comprehension

Quote what research studies say about the relationship of age to happiness in marriage.

See film Worth Waiting For. Why did the couple decide to postpone marriage? From the situation given in the film, what conclusions can you draw as to when one is ready for marriage?

Application

Make a list of questions a couple should ask themselves before deciding if they are ready for marriage. Compare your list with the list in 7, page 157.

Analysis

Class lists reasons why people rush into marriage and the possible outcomes of hasty marriages.

Discuss: Should parents subsidize early marriages?

See film Early Marriage. Pick out factors in the marriages which occur in a church which might contribute to success in marriage. List factors in the elopement which might hinder success in marriage. Also read play Thorns of Secret Marriage for other factors.

Synthesis

Write a paper on "When Is One Ready For Marriage?"

Evaluation

Using the criteria in Landis and Landis (7, page 157) evaluate your present status of readiness for marriage. In what ways do you need further preparation?

Summary Questions

What are the ideas that we have gained about readiness for marriage in the past few days?

What are the big ideas we have gained about maturity that we can apply in other situations?

Generalization IV: A person brings to a situation all of the experiences of his past, his present, and even his aspirations and dreams for the future.

Desired Outcomes:

1. Realizes that the engagement period provides an opportunity to test compatability and to make plans for the future.
2. Realizes significance of marriage ceremony, wedding and honeymoon.

Read for Background Information:

The engagement period should be long enough to allow couples to become better acquainted, to get to know each other's families, and to make important plans for the future. (10, chapter 10) (3, pp. 212-222)

The smoother the courship and the engagement, the better the chance for the couple to find happiness in marriage. (7, page 160)

Research studies show: (7, chapter 12)

1. That couples who had gotten along well during the engagement period were the cases who were getting along best in marriage.
2. The longer people are acquainted, the better their chances for happiness in marriage.
3. Engagements of under 6 months are predictive of poor success in marriage.

THORNS OF SECRET MARRIAGE

From Resource Materials for Personal and Family Relationships and Child Development (Oklahoma)

SCENE: A living room. Jane and Doris are sisters. As the scene opens, Jane calls from the door.

JANE: Sis! It's Jane. Were are you?

DORIS: Come in, Jane, I'll be there in a minute. (Jane sits down and picks up a magazine.)

(enter Doris)

DORIS: Well, I finally got Billie settled for his nap. How are things at home?

JANE: As usual. Golly! Do I have a problem! I just have to talk to someone.

DORIS: Nothing could be as serious as you look.

JANE: Well, this is serious. Bill wants to get married right now and not wait until school is out. He thinks we should go to Tulsa and get the license this weekend, and get married next weekend. He doesn't want us to tell anyone until school is out.

DORIS: What do you think about it?

JANE: I don't know what to think. I'm so mixed up. That's the reason I came over to talk to you about it.

DORIS: Mom and Dad think Bill is a swell fellow, and will be proud for you to marry him some time, but do you think you're ready to get married now?

JANE: Really, it scares me to think about it. I've never felt about anyone else the way I do about Bill and I'd be happy just to be engaged to him. But, he has never had a steady job, and couldn't get one until he gets out of college.

DORIS: You want him to finish college, don't you?

JANE: Sure. If he quits now, all of his work would be nearly wasted. But, that was the reason we were going to keep it a secret, so I could live at home and his folks would keep on sending him to school.

DORIS: If you were married, could you be together anymore than you are now?

JANE: Well, I guess not.

DORIS: But you couldn't have any honeymoon! What about your physical intimacy and your adjustment to sexual life?

JANE: I know. We thought we might have one night together. I was going to tell Mom that I'd spend the night with Sue.

DORIS: Suppose she found out you didn't spend the night with Sue?

JANE: I've thought of that. Mom and Dad would be sure to think the worst.

DORIS: Not because they don't trust you, Jane, but because they do. But, a lie is a lie, you know.

JANE: Yes, and my whole life would be a lie if I had to slip around to be with Bill. I'd feel so guilty--like I really were doing something wrong. And the gang would be sure to think something was fishy.

DORIS: Have you thought about not having a pretty wedding? You enjoyed being my bridesmaid so much.

JANE: Golly, I've been planning my wedding ever since you got married. Church weddings are so beautiful. Besides I don't know if I'll feel married unless Rev. Jones married us. He has been our Pastor for so long.

DORIS: Have you thought about what you'd do if you got pregnant?

JANE: Well, we'd just have to tell everyone we were married in that case. When Ruth Smith got pregnant and had to get married, she told everyone that she and Jim had been married secretly for a year, but no one believed her. Do you suppose people would think that of _me_?

DORIS: You know how people are! They love to talk and speculate.

JANE: I just don't know what to do.

DORIS: I know you can change Bill's mind if you decide it isn't best to get married now. The folks would love to give you a pretty wedding.

JANE: It would be fun to plan and really star in a pretty wedding. And think of all the parties and showers I'll miss if we marry now.

DORIS: Yes, and those wedding gifts sure come in handy when you're just getting started. I treasure all of my wedding gifts.

JANE: I wouldn't even have an apartment to put wedding gifts in. You and Bob had such fun fixing your apartment up and moving in.

DORIS: The decision is up to you, honey. No one can tell you what to do. But I believe you know what is best for you, and you really want to do the right thing.

JANE: Yes, I guess I'd be cheating myself and Bill, too, if I married him now. I'll think about it some more and talk to Bill about it. Thanks for letting me talk to you. 'Bye for now.

4. People who had been engaged two years or more had the most successful marriages.

The engagement is a time to check to see if the one chosen is one with whom you can live with successfully. (7, page 166)

-- do you enjoy the same activities?
-- do you enjoy the same types of friends?
-- do your families enjoy each other?

Frequent quarrels during engagement should raise doubts about whether a couple should marry. Quarrels should be analyzed for basic personality differenes and basic differences in values and goals. (7, page 167)

Research studies show that many engagements are broken. (7, page 167)

The engagement period is a time to face important issues such as
-- where will we live?
-- how will we handle our finances?
-- what church will we attend and in what faith will we raise our children?
-- when shall we start raising a family?
-- how do we see our roles? (7, page 171-172)

The kind of wedding one has will depend on the preferences of the couple and the economic level of the families. One's minister, priest or rabbi can give good suggestions to those planning a wedding. (7, page 211)

Research shows that marriages which are planned for rather than elopements stand a better chance of success. (7, page 212)

Learning Experiences:

Knowledge

Read and give reports from selected resources on the engagement period. (1, chapter 7, readings 31, 32, 33)(3, chapter 9) (5, chapter 11)(6, chapter 12)(7, chapter 12)(10, page 222) (5, chapter 12)

See and discuss film: The Meaning of Engagement or filmstrip With This Ring.

Comprehension

Ask members of class to present a panel discussion on "The Importance of the Engagement Period."

Discuss problems a couple should solve before marriage such as:
-- how shall we handle our money?
-- which church shall we attend?
-- what do we want from life?
-- do we agree about children?
-- shall we continue our education after marriage?
-- are there any potential in-law problems?
-- shall the wife work?
-- where shall we live?

Application

Plan ways in which a girl could get acquainted with her future in-laws. Why is time spent getting to know each other's family a good investment?

List specific things an engaged couple could do to get to know each other under a variety of circumstances.

Make a list of faults you would consider serious in a person you were engaged to and those you would consider of minor importance. Compare your list with those of others in your class.

Has your relationship with another person ever motivated you to change for the better? Write a paragraph describing how this person helped you. Was the change a major or minor one? Do not sign your name. As a class choose a committee to collect the descriptions and to select those they feel would be of most interest to the class; then use these descriptions as a basis for a class discussion on how people can change and how others often can help or influence them.

Analysis

Discuss: When should an engagement be broken? What causes a marriage on the rebound? How can one get back into circulation again? Of mending a broken heart?

Find from references reasons why premarital sexual intercourse is unwise.

See film Early Marriage which shows 3 weddings in a church and an elopement wedding by a Justice of the Peace. Discuss reasons why church weddings are more likely to be lasting.

Discuss reasons for premarital examinations? Premarital counseling by a minister?

Invite a marriage counselor or a minister to speak to the class on premarital counseling.

Consider this question: Should you marry a person whose values and principles are fundamentally different from your own?

Synthesis

Write on the topic "My Goals in Marriage" or "Why Some People Stay Single" or "The Kind of Wedding I Would Like to Have and Why" or "What Does a Wedding Cost?"

Evaluation

Write a paper describing how the engagement period provides an opportunity to test compatability and to make plans for the future.

Summary Questions:

Describe how a person brings to marriage all of the experiences of his past, his present, and his aspirations and dreams for the future.

Generalization V: Laws pertaining to marriage, divorce and family welfare reflect the attitudes and values of society toward family life.

Desired Outcome:

Becomes aware of laws relating to marriage.

Read for Background Information:

Laws pertaining to marriage and the family are State laws; therefore there are as many different sets of laws as there are states. (1, page 233)

Marriage is regarded as a relationship of supreme importance for the well-being of the whole society and for the careful rearing of children. (1, page 234)

Laws set formal minimum standards for mate selection. Without parental consent the most minimum age is eighteen for girls and twenty-one for men; however, some states permit earlier marriages. (1, page 236)

Marriages are prohibited among members of an immediate family related by blood; marriage or sexual relations between a parent and his or her child, brother or sister, is called incest and laws exact heavy penalties for offenders. (1, page 237)

Twenty-nine states prohibit marriages between Negroes and whites and thirteen states forbid the marriage of whites and Orientals. (1, page 237)

Certain physical grounds are reasons for prohibition of marriage such as

Unsound mind	24 states
Epilepsy	14 states
Venereal disease in communicable stage	9 states
Habitual drunkenness	3 states
Tuberculosis in a communicable stage	1 state
Any communicable disease	1 state
Impotency-	1 state

(1, page 237-238)

About four-fifths of the states require a physical examination to see if a person has a venereal disease. (1, 238)

In most states a couple desiring a marriage must secure a license and this license must be recorded. Public records remove marriage from a purely personal and private relationship to a socially-responsible relationship.

More than half the states require a waiting period of one to five days to prevent elopements and spur of the moment marriages. (1, page 240)

Husbands may be sued for non-support in some states or this may be sufficient ground for divorce. (1, page 240)

In eight states (community-property states) husband and wife own everything jointly regardless of who brought it to the marriage or has earned or inherited it. (1, page 241)

A husband (and wife in some states) is charged with the support of minor children. Parents are required to send children to school. A child's earnings belong to parents. (1, page 241)

In many states a father has to support an illegitimate child. (1, page 241)

There are two ways a marriage may be terminated: by annulment or divorce. Some common grounds for annulment are:

Both parties below legal age limit or parental consent was not assured	36 states
Mental incapacity	30 states
Fraud or misrepresentation by one party	23 states
Use of force or threats	21 states
Physical incapacity to enter marriage relationship	19 states
Interracial marriage	7 states

State laws vary greatly on the grounds for divorce. Some grounds are adultery, cruelty, desertion, alcoholism, impotency, nonsupport, conviction of a felony or imprisonment, and insanity. (1, page 243)

Knowledge

Read references about laws relating to marriage and family life. (1, chapter 10)(7, chapter 15)(3, chapter 12)

Find out the legal requirements for a marriage license in Nevada.

Comprehension

Compare legal requirements for marriage in different states. Discuss reasons why many people come to Nevada to marry?

Debate: Nevada should establish a waiting period between the application for and the issuance of the license.

Arrange for a panel discussion with resource persons such as a minister, a welfare worker, and a lawyer, the topic "Society's Stake in Marriage and the Family."

Application

Prepare questions about divorce and ask an attorney to speak on these questions giving illustrations of the type of settlements made to a wife in case of divorce. Visit a divorce court.

Analysis

Invite one or more ministers to class to discuss the church's interest in marriage and the family.

Find out laws related to desertion or "Poor-Man's Divorce."

Synthesis

Conduct a round table discussion on the subject: "Will Laws Ensure a Stable Marriage." If not, what else is needed?

Evaluation

Write an essay entitled "My Family Tree," in which you evaluate the marriages in your immediate family background. How have these marriages influenced your personality development and what effect have they had in conditioning you for marriage? If there have been any unhappy marriages in your family, have you profited by the failures of others? What are you going to have to work on if you are to have a good marriage?

Unit V. Successful Marriage

Desire Outcomes:

1. Understands that the way one perceives his or her role and that of spouse may be crucial to marriage success.
2. Realizes that all marriages require adjustments.
3. Realizes that most all marriages face crises at some time and that what constitutes a crises for one family may not be a crises for another.
4. Realizes how companionship can be achieved in marriage.

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Other Resources:

25. Film 22 minutes. Marriage Today. (Marriage series) Audio Visual Dept. University of Nevada. $3.25
26. Film: Who's Boss? (Marriage series) 16 min. BYU. $3.25

Generalization I: Interaction among family members is influenced by the expectations of the roles of oneself and others in the family.

Desired Outcomes:

Understands that the way one perceives his or her role and that of spouse may be crucial to marriage success.

Read References for Background Information:

1. Conflicts may result if a man expects his wife to function according to the traditional family if she sees her role in terms of the companionship family. If both of them hold to their expectations after marriage, adjustment may be impossible. (17, page 15-21)
2. One's role expectations are largely the result of one's background of experience. (9, page 230)(22, page 243-247)
3. Self analysis of role expectations will help individuals avoid unions with people who have such a contradictory feeling about marriage roles that conflict may be inevitable. (18, pp. 3-21)
4. Self identity and interaction is the first and most critical area of early marriage. The better a couple can communicate their feelings, the easier they can fit together their pictures of husband and wife. (22, page 244)
5. We may be able to act a part during courtship, but a false presentation of oneself cannot be kept up during marriage. This is sometimes known as the "scaling down" process. One or both members of a recently married couple may relax and revert to prior courtship habits. (1, pp. 303-307)
6. If two people find more satisfaction than dissatisfaction with the way their roles interract in marriage, that marriage is good for them. What does matter is that husband and wife accept the other's role as well as their own. Each role must go through some altering in marriage. Problems occur if a person has never really found her role--or is confused about her role.

Learning Experiences:

Knowledge

Read about the roles one plays in marriage: (2, chapter 1) (3, pp. 3-8)(9, chapters 15 and 16)(10)(12, chapters 2, 7) (13)(17), chapters 13 and 14)

See film, Who's Boss, which shows marital problems resulting from confusion of roles.

Comprehension

Ask the boys in the class about their ideas of a "good wife." What qualities are most important? Intelligence? Social skills? Cheerful manner? Housekeeper skills?

Ask the girls in the class how they will play their roles as wives. Will they want to run their homes with or without their husband's assistance? Will they want to share their husband's business problems?

Discuss: How do you think a modern husband should play his role? Should he rule with an iron hand? Should both husband and wife share decision-making? Ask the girls in the class their idea of a "good husband." What qualities are most important?

Write on one of the following: "The Girl That I Marry" or "The Boy That I Marry."

Analysis

Observe some couples you know and tell the class how the husbands play the role of man of the house.

Have a panel discussion on this question: "Is the present trend toward a more democratic family life good, bad or a mixed blessing?" Invite several adults to sit in on the panel.

Discuss: If a father sees his role as patriarchal and a mother sees her role as democratic, how might their conflicting roles affect the children? (19, page 17)

Synthesis

Take a marriage role expectancy test. (Teachers may order free sample copies of Marriage Role Expectation Inventory, Form M (Male) and Form F (Female) from Dr. Moree S. Dunn, Department of Home Economics, Northeastern State College, Natchitoches, Louisiana.)

Analyze your own attitude toward your role under the following areas of behavior:

Authority
Homemaking
Care of Children
Personal Characteristics
Social Participation
Education
Financial Support and Employment

Then create a hypothetical kind of marriage partner who will complement the attitudes you have toward your role.

Evaluation

Using the criteria on page 261 of Force, Your Family Today and Tomorrow, react to each statement under duties of wife or duties of a husband. Do you agree or diagree with each statement? Why or why not? What other statements would you add as being appropriate for today's wife or husband?

Summary Questions

What are the common ideas in the material we have dealt with these past ____ days?

What are the big ideas about role expectations of marital partners that we have gained?

What relationship does the concept of role expectation have to interaction between husband and wife?

How can we apply this generalization to other situations?

Generalization II: Each stage of the family life cycle brings new roles, problems, satisfactions, and adjustments and relationships.

Desired Outcomes:

1. Realizes that all marriages require adjustments.
2. Realizes that most all marriages face crises at sometime and that what constitutes a crises for one family may not be a crises for another.
3. Realizes how companionship can be achieved in marriage.

Read References for Background Information:

If a successful marriage is to be accomplished each of the partners will need to give up some preferences and attitudes in favor of mutual understanding. (22, pp. 243-253)(23, p. 591)

Because we take into marriage the basic habits and personalities which have been developed over a period of years, we do not change much after. However, adjustments to differences and different points of view are needed for success in marriage. (23, p. 600-603)(6, p. 345-347)

There are several ways in which adjustment occurs.

Agreement
Compromise
Tabling Differences
(14, p. 220-226)

The sooner married couples adjust to their differences in important matters the more likely they are to find happiness. (14, p. 219-220, 227-228)(23, p. 603)

The main areas upon which couples must reach agreement are:

money management
in-law relationships
social activities and recreation
association with friends
religious life
sex relationships
training and disciplining of children

(23, p. 605-612)(22, p. 253-255)(9, p. 292-297)(4, p. 200-202)(14, p. 218-219)(15, Ch. 11)(6, p. 209-224)(6, p. 209-246)(19, p. 273-278)(20, all)

Quarrels can be constructive if the couple will discuss their problems and try to work out a solution. (14, p. 231-239)(22, p. 256-257)

Keeping the channels of communication open helps to resolve conflicts. Communication takes various forms, verbal and non-verbal. (23, p. 604)(22, p. 266-267)

Conflict is normal in any human relationship. (6, 274-289)(8, Ch. 10)

When conflict becomes too great to be resolved, marital counseling services may help. (6, p. 289-293, 333) (22, p. 257-259)

Every couple needs to learn the technique of handling conflict situations. (23, p. 603-605)

Families go through a life cycle composed of a sequence of stages of family development, some of which overlap. Every family passes through several stages as it grows. These stages have been classified in various ways:

(7, p. 353-360)
1. Young-Married Couple Stage
2. Child-Bearing Family Stage
3. The Family at the Pre-School Stage
4. The School-Age Family Stage
5. The Teen-Age Family Stage
6. The Family at the Launching Stage
7. The Family in Later Years
8. Widowhood

(14, p. 353)
1. Childhood
2. Youth, before Marriage
3. Early Adulthood
4. Middle-Age
5. Old Age-Grandparenthood

(5, p. 3-4)
1. The Young Person
2. Beginning Family
3. Growing Family
4. Contracting Family
5. Retirement Years
6. Unattached Adult

(22, p. 386-398)
1. New Couple-Establishing Home
2. Expanding Family
3. Middle-Age
4. Later Years

Marital troubles may arise from countless sources. Sometimes marriages fail because the individual or individuals simply are not marriagable personalities. (14, p. 99-109)

It appears as though any situation or condition in society that tends to make men and women more tense, less stable, more self-centered and less self-disciplined creates a climate in which divorce will flourish. (6, p. 313-333)(9, p. 346-358)

Crises may come in many forms. Examples are: desertion, infidelity, divorce, death in family, loss of work, illness, a first baby, alcoholism and other forms of dissipation. (6, p. 297-310)(9, p. 346-358) (16, ch. 18)(23, p. 213-612)(6, p. 313-333)

Being a parent for the first time is a profound emotional experience. Especially for the mother, parenthood is a stirring emotional experience. The relationship of his parents as husband and wife will have an important effect on the child. (9, ch. 17)(9, p. 276-286) (8, p. 193-206)(14, p. 301-307)

Parents need to remember that even when they are parents, they are still husband and wife. (9, p. 239-243, 255-260)(4, p. 231, 248-250)

The problem solving approach can help couples overcome their differences. (18, p. 278)(14, p. 38-39)

People want and expect marriage to provide companionship. Basically, companionship is enjoyment in being together. Companionship in marriage must center about mutual experiences. Some of the ways to achieve this are:

--Conversation about daily events
--Sports and recreational activities
--Discussions on current affairs, religion, and life in general
--Caring for and rearing children
--Sex companionship
--Religious activities
--Doing things together (even routine things)
(22, p. 226-265, 28-62, 305-311) (23, p. 599-601)

Learning Experiences:

Read references about adjustment in marriage. Find the areas most commonly needing adjustment. What does research tell us about the time it takes for couples to reach agreement? Define adjustment, problem. Compare the meaning of adjustment and change. (23, p. 605-612)(14, p. 219)

Interview married people to secure opinions as to what makes for success in marriage. Read for further information and compile a list of factors that contribute to success in marriage. Compare this list of factors with "Ten Requisites for Happier Marriage" in Family Life by Duvall or with "Measuring Happiness in Marriage" in Psychology for Living by Sorenson and Malm.

Show film, Marriage Today which shows two couples who have attempted through clear analysis of their mutual aims and cooperation in striving to achieve them. The couples have their ideals and goals in true perspective and are willing to work together to reach them. (25)

Invite reference people to class to discuss and inform class on topic of marriage adjustment. Suggestions would be a lawyer, minister, judge, juvenile worker or others suggested by class.

Investigate resources in Nevada available to couples in conflict. Where can marriage counseling services be found? What is the cost? Invite a marriage counseling person to speak to the class. Check local marriage counseling agencies against criteria set up by Duvall in Being Married. (6, p. 292-293). Read the introduction to Can This Marriage Be Saved? by Popenoe and Disney (20) to learn more about qualifications of marriage counselors.

Comprehension

Role play a family council on the typical problems brought about by father losing his job or mother becoming an invalid.

Discuss in a panel the question, "Can people quarrel constructively?"

Discuss: Why is adaptability an important asset in marriage? (14, p. 129-227)

Application

Show the film, Who's Boss (26) which demonstrates the time required for two people to adjust to each other in marriage. Discuss ways this family handles tension.

Role play the following situation: Martha and Bill are planning their first vacation after a year of marriage. They will have two weeks but a limited amount of money. Martha would like to include a visit to her sister in a nearby city. Bill is interested in fishing. Use the three types of adjustment (agreement, compromise, and tabling differences) and apply them to this situation. Which solutions seem the most desirable? Try other such situations. (14, p. 220-226)

Select some typical crisis common to families and using the steps for meeting family crises as given in When You Marry by Duvall, work out solutions for the problems. (8, ch. 10)

Analysis

Discuss in what ways are young people given a confused picture of the problems of marriage? What situations in the life of a young person should give insight into the problems, crises, adjustments, and relationships that may confront them in marriage?

Write down the interests and activities that you would like to share with your marriage partner. In connection with each one, think how you would feel if it did not interest your mate at all.

Read case studies from current magazines and resource books such as Can This Marriage Be Saved? by Popenoe and Disney (20). Attempt to determine the cause of the problems of the marriage, effect on the marriage and the marriage partners, and the possible solutions. (20)

Identify individuals at the various life cycles that you know. What does their stage in life mean in the way of daily activities, responsibilities, problems, satisfactions, etc? Class could divide into buzz groups for this experience. (7, p. 353-360)(5, p. 3-4)(14, 353)(22, 386-398)

Synthesis

Make a list of resolutions that could help a couple avoid in-law troubles. Make a similar list as if you are the in-law. Discuss ideas in class.

Write a short character sketch of a good mother-in-law (father-in-law, son-in-law or daughter-in-law). What has made her/him that way? How do others in the family react to her/him? Read In-Laws Pro and Con by Duvall.

Recall the last time you quarreled with someone or you listened to someone else quarreling. Was it a constructive quarrel? How can you determine this? If not, what action could have made it constructive? (14, p. 231-239)(22, p. 256-257)

Using a life cycle determine problems likely to arise at each stage. Include possible ways to avoid the problems and ways to solve the problems that arise.

Prepare three skits showing trifling incidents that may cause quarrels between newly-married couples. Following the skits ask the class to select the point in each one where the trouble began. Then have the couple play the skit again, this time avoiding or solving the problem that arose in the first skit. (22, p. 256-257)

Evaluation

Write a paper telling what the following statement means to you. Give examples. "If you can fill yourself into another person's place, then you are skillful in receiving communication from him." (22, p. 266) Example: "Person is embarrassed, you are embarrassed."

Explain the following: If a successful marriage is a marriage of many successes what might those successes be? (23, p. 591-596)

Make a list of the things you have done or learned in this class work that should help you to be a better marriage partner.

Summary Questions

What are the common ideas in the information we have dealt with these past _____ days?

What are the big ideas about marriage adjustment, companionship, and crisis in the family?

How do these ideas relate to each other?

Unit VIII. The Family in the Community

Desired Outcomes:

1. Increasingly recognizes the responsibilities of a family to the community.
2. Becomes aware of the individual's role in good citizenship.
3. Is aware of the ways in which the community acts upon the family and the development of individuals within the family.
4. Understands and utilizes the contributions of the community in meeting the needs of the family in education, health, safety, religion and recreation.
5. Understands the laws of society pertaining to marriage, divorce and family welfare.

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Generalization I: The American family in the present society is highly dependent upon the community; more so than in past American history.

Read References for Background Information:

1. The modern family is not self-sufficient. (19, p. 273)
2. Economically the family today is a consumption rather than a production unit. (19, p. 274)(5, p. 62)
3. The "packing suburbs" where large housing developments have sprung offer a communal way of life. (28, p. 310-316)
4. The American family is dependent upon the community for avenues in which to spend their leisure time. (28, p. 317-318)(19, p. 479)
5. Religious teachings, once taught in the home, are now a function of the community. (20, p. 308)
6. Education is now a function of the community in ever widening spheres of influence. (20, p. 308)
7. Communities are total ways of life, complexes of behavior composed of all the institutions necessary to carry on a complete life, formed into a working whole. (19, p. 105)

Learning Experiences:

Knowledge

Read: (3, p. 3-16, ch. 1)(12, p. 205-207)(25, ch. 1 and ch. 3) (5, ch. 3)

List the ideas found in your reading that support the generalization that the American family is more dependent upon the community today than yesterday.

Comprehension

Form buzz groups for discussion of the lists that each student has brought to class. Questions for discussion could be: Are we totally dependent upon the community in each aspect that is mentioned? Are we totally dependent upon the community for education, for instance?

Application

Consider your own family. State the ways in which your family is dependent upon the community. State the ways in which your family is independent of the community.

Analysis

Teacher preparation requires the recording of two stories found in (4, p. 59-60, 61-62) by two voices or the reading of these short stories in class by two students. One family is the Lay family (patriarchal type in Colonial America) and the other family is the Jay family (modern family). After the students have listened to both of these pictures, the teacher should call for class discussion. Some questions to be considered might be:

1. What was the role of the Lay family?
2. What was the role of the Jay family?
3. In what areas of living have the greatest changes of family function occurred?
4. Do you think the Jay family is typical of the modern family?
5. What dangers did you see in the family situation of the Jay family?

Synthesis

Role play a situation in which the modern family is planning for a vacation in the mountains. The family is going to camp out. There will be no movies, no radio, no television, or any community activities available to the family during their week in the mountains. The family is discussing the kinds of things they will do in the mountains. Use the family council as the situation for the role-playing situation. After the role playing situations discuss these questions:

1. How might this vacation benefit the family?
2. Do you think the family might become bored in the mountains? Why or why not?
3. What strengths of the family would enable them to have a good time in the mountains?

Evaluation

We have discussed that the American family is highly dependent upon the community. The question arises after observing that the family is involved in so many outside community functions, "What is keeping the family together?" "If the family's functions are so dependent upon the community, why is the family necessary in today's life?" Write a defense of the family in answering these questions. Make this defense a logical and scientific case. You may find ideas from your reading, personal experience, and interviews of community members.

Generalization II: Each family is a part of a society and affects and is affected by all aspects of the society.

Read References for Background Information:

It has become conventional to describe the United States as a mass society. (19, p. 3)

The United States is a mass society in the sense that it is one of the largest single blocks of the world's adult population engaged in the kinds of pursuits that tend to bring it together into large-scale collective activities. (19, p. 3)

The single most quickly definable property of a mass society is the existence of mass production of the material things and services necessary for life. (19, p. 3)

The high productivity of the American economy is the foundation of a high standard of living. (19, p. 15)

With more than 170,000,000 people united under a single system in which only 12% work in non-urban pursuits and of which more than two-thirds are concentrated in urban areas, the United States merits the ascription of mass society. (19, p. 20)

The most significant change affecting courship and marriage in this country is the shift from a rural to an urban way of life. (3, p. 5)

The result of this vast change in our national life has been the emergence of the atomistic (nuclear) family, that is one no longer held together by the authority of parents, economic necessity, and educational and protective obligations which were the basis of the family in our early history. (3, p. 9)

The climate of the American home today is one chiefly involved with companionship, informality, and self-expression. (3, p. 493) (25, p. 6-7)

One out of 5 persons in our population changes his address each year. (25, p. 26)(28, p. 296-309)

Learning Experiences:

Read: (19, ch. 3)(25, ch. 1)(5, ch. 3)(20, ch. 14)(1, p. 549)
(13, p. 196)(14)(18)(21)(22)(26)(28, ch. 3)(30).

(Upon analysis of the above references the teacher will see that some are appropriate for the slow learner, some for the exceptional student, and some for the average student. These references should be used accordingly.)

Knowledge

List the sequence of events or situations which led to the formation of what we call the mass society.

Write a definition of the term "mass society."

Comprehension

Show film, "The City." (This will require two class periods). The remainder of the second class period can be used for discussion of the film. Understanding of the film and reading can be evidenced through discussion of questions such as:

1. What aspects of American life did you see that provoke men to call our society a mass society?
2. What positive statements can be made concerning mass society? What benefits has the mass society made possible?
3. What are the negative aspects of being a member of a mass society?

Application

The nature of the American family today is a result of these aspects of our society which we have been discussing. How can you apply this knowledge to the family? What has been the influence of the mass society upon the family?

Discussion question:

You and your family live in Pleasant View. Pleasant View is a town of 3,000 people. The major occupations of the town's people are agriculture and small business ownership. You and your family own and operate a small grocery store in the community. Your activities include those of the school and the church. Pleasant View has one movie theater and a bowling alley. Most of the people who live in Pleasant View have lived there most of their lives and because of the town's size you know most of these families very well. Pleasant View has three religious groups. The people who live in Pleasant View have basically the same interests. Recently "Ready-Action Incorporated" has decided to build a manufacturing plant in Pleasant View. The new plant will employ 700 men and women. The corporation is moving several hundred families to Pleasant View to work in the plant. This is a situation which has occurred and will continue to occur in our society. As a member of this mythical family and a member of the community of Pleasant View, visualize what will happen in Pleasant View when "Ready-Action Incorporated" moves to the community. Discuss what influences such a change would have upon your family, the community's economy, the schools in the community, the churches in the community, the recreational facilities, and the interests of the community.

Analysis

The hypothetical case stated above can motivate analysis in the class as the group discusses the answers they formulated about Pleasant View.

Synthesis

The generalization should be presented to the students once again.

We have been dealing with the family in our society. Now, your family, or the family as we have defined it in America, is going to take a trip. The purpose of this procedure is to help you see how your family might differ if you lived in another society or culture. You may choose the culture into which you are going to transplant your family. In your family there is a mother, a father, and two children. How might you as a family change as a result of living in a different culture? How would the roles of each family member change?

(The teacher might want to divide students into groups of four. Each group would select their culture and the family member that they wished to portray. Give students a day or so to work up the impact of that society on the mythical family. Ask the students to present their conclusions to the rest of the class. Students might role-play their family within a different culture.)

Evaluation

After this look at our society and the American family within this society, with some research you should be able to make some statements concerning the family and the American society in the future. Out of your awareness of these facts, visualize the American family in the year 1980. Use the generalization in organizing your thoughts. Any ideas that you have are acceptable as long as you formulate these ideas on some sort of basis.

(Students are referred to (5, ch. 14). The teacher can help the student find more information in various magazines and books. Sometimes a science-fiction book can be helpful in stimulating ideas.)

Generalization III: Families and the community share responsibility for meeting such needs of children and youth as education, health, safety, religion, and recreation.

Read References for Background Information:

The effects of the mass society on the traditional institutions of socialization (family and religion) are largely to shatter their control over socialization. (19, p. 294)

In contemporary American society the family is increasingly cut away from other institutions and reduced to the small conjugal and nuclear form. (19, p. 294)

Churches can do much to help family members at each stage of development. (16, p.6)

The church can provide an eternal reference for family life. (24, p. 7)

The church can provide a framework of values for family life. (24, p. 7)

The church can provide a meeting place for families that brings them into fellowship for constructive purposes. (24, p. 7)

The church can provide specific information for family living. (24, p. 7)

The church can provide a means for exercising its ministry of reconcilation in family tensions. (24, p. 7)

The church can use its influence to see that proper social conditions and legislation are provided for wholesome family life. (24, p. 7)

Education is a friend of the family. (10, p. 361)

More and more high schools, junior high schools, and elementary schools are organizing courses and programs to help young people get ready for marriage. (10, p. 362)

Family service centers serve the family in the community. (16, p.8)

Mental and Public Health Clinics are state institutions that serve the family. (10, p. 372)

Such organizations as the Red Cross and County Extension Services serve the family. (10, p. 372)

The success and assistance that any community organization can give to the family is entirely dependent upon the participation of family members in the organization.

Learning Experiences:

Read: (16) (10, ch. 23) (24) (19, ch. 12)

Knowledge

Read in the above references the role of the community and the family in providing for education, religious training, health, safety, and recreation. Be prepared to discuss in class the roles of the community and the family in providing these aspects. Tell how you feel the functions of the family and the community complement each other and differ from one another.

Comprehension

Organize a panel discussion. Choose panel members who are representative of the church, the school, a type of welfare agency, and the recreational director or the city juvenile officer. The purpose of this panel is to establish the attitudes of these agencies or institutions toward the family. The panel members should also be prepared to define the responsibilities each feels are theirs as an institution and those responsibilities of the family. Panel members should express how the community and the family can be partners. Ask students to submit questions for the panel and follow the panel discussion with buzz groups of students for the purpose of clarifying their reading and panel discussion. Some questions which might be discussed in the buzz groups are: "How do family members participate in the community? Can you become involved in too many activities?"

Application

Discuss this case:

Mrs. Richards, the wife of the school principal, lives in a progressive community. Because she is an intelligent, energetic, and unselfish woman, her talents have always been in great demand. Suddenly she announces, "For one year I refuse to engage in any community activities. I have been so busy in worthwhile activities outside my home that I have had little time for myself or my family. Furthermore, I am beginning to think that if families would spend more time together, we wouldn't need so many organizations. So this next year you will find me at home."[1]

1. Is Mrs. Richards justified in taking a year off?
2. Will this be good for her?
3. Will it be good for the family?

Analysis

Show film, "Make Way for Youth"

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[1] "Curriculum Materials for Family and Group Relations." Colorado State University, Homemaking Division, State Board for Vocational Education, Denver, Colorado. 1957, p. 103.

Explore the recreational facilities available in your community. What do we have? What do we need? How do these recreational facilities meet the needs of various age groups?

Read the short story, "A Poor Scholar's Soliloquy" or have it tape recorded and played for the class. Answer the questions below in relation to the story:

1. Do you think the community and its institutions were meeting this boy's needs? Why or why not?
2. Do you think the family was meeting the boy's needs? Why or why not?
3. What steps could the family and the community take in meeting this boy's needs and the needs of youth like him?

Synthesis

Role play a situation in which the family is faced with a situation wherein family members are each actively involved in various aspects of community activities to the point where meals are missed, transportation to functions is a problem, the children need money for club activities. Discuss how a family can find satisfactory solutions to these problems.

Evaluation

Consider the community activities you now engage in. Consider the community facilities and aids available to you in your adult life. Which ones are of real value to you both now and in the future? Why did you choose the ones that you did? What do you feel you as a person and a family member can give to your community?

The following generalizations are not developed. After each generalization there are references which will help you in developing each generalization.

Generalization IV: Learning to participate democratically in reaching family goals helps prepare individuals for participation in other social groups. (5) (9) (10) (12) (33).

Generalization V: Families are more likely to have the kind of community they desire when they help determine community objectives, policies, and the persons to implement them. (35) (36) (37) (40) (17) (14) (5).

Generalization VI: Laws pertaining to marriage, divorce, and family welfare reflect the attitudes and values of society toward family life. (2) (4) (6) (7) (14) (19) (20) (23) (27)

Summary Questions

What are the common ideas in the information we have dealt with these past _____ days?

What are the big ideas about concepts that we have discussed?

How do these ideas relate to each other?

How could we apply this generalization to other situations?

(These questions can be used in relation to each generalization as a summary.)